REPORT RESUMES

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HOMEMAKING IN THE ELEMENTARY SCHOOLS, A RESOURCE GUIDE FOR CLASSROOM TEACHERS.

BY- SICKLER, SUZANNE
RUTGERS, THE STATE UNIV., NEW BRUNSWICK, N.J.

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DESCRIPTORS- *HOMEMAKING EDUCATION, ELEMENTARY SCHOOLS, *CURRICULUM, FAMILY LIFE, *TEACHING GUIDES, CLOTHING INSTRUCTION, FOOD, HOUSING, RESOURCE GUIDES, *CURRICULUM GUIDES, *INSTRUCTIONAL MATERIALS,

THIS GUIDE PROVIDES BASIC INFORMATION ON ORGANIZATION, OPERATION, CURRICULUM, FACILITIES, AND RESOURCES FOR THE DEVELOPMENT OF A HOMEMAKING EXPERIENCE-CENTERED PROGRAM IN ELEMENTARY SCHOOLS. IT MAY BE USED BY A HOMEROOM TEACHER WITH A VISITING HOMEMAKING TEACHER CONSULTANT OR BY A HOMEMAKING TEACHER IN SCHEDULED CLASSES. IT WAS DEVELOPED BY A STATEWIDE ADVISORY COMMITTEE OF HOME ECONOMICS TEACHERS AND STATE SUPERVISORS. THE HOMEMAKING EXPERIENCES, BASED ON CHILDREN'S CHARACTERISTICS AT THE DIFFERENT AGES, ARE GROUPED UNDER FOODS, CLOTHING, FAMILY LIFE, AND HOUSING FOR EACH GRADE LEVEL, KINDERGARTEN THROUGH THE SIXTH GRADE. EACH GROUP OF EXPERIENCES IS ARRANGED IN PARALLEL COLUMNS HEADED BY SOME BASIC UNDERSTANDINGS, SOME SUGGESTED EXPERIENCES, INTEGRATION POSSIBILITIES, AND SOME SUGGESTED RESOURCES. CHARACTERISTICS OF ELEMENTARY SCHOOL CHILDREN, THE ELEMENTARY CURRICULUM WITH ITS IMPLICATIONS FOR HOMEMAKING, AND THE SCOPE AND SEQUENCE OF HOMEMAKING CONCEPTS IN THE ELEMENTARY SCHOOLS ARE LISTED. SAMPLE LESSON PLANS FOR A NUTRITION EXPERIMENT USING ALBINO RATS AND A COLONIAL EXPERIENCE OF MAKING SOAP, AND ADULT AND ELEMENTARY REFERENCES, SOURCES OF MATERIALS AND FILMS ARE INCLUDED. PHOTOGRAPHS SHOW EXPERIENCES SUCH AS ENTERTAINING VISITING LEADERS, SHARING WORK IN FOOD PREPARATION, GRINDING CORN AS THE EARLY INDIANS DID, EXPERIMENTING WITH ANIMALS TO UNDERSTAND HUMAN NUTRITION, AND PRACTICING FAMILY ROLES. THIS DOCUMENT IS AVAILABLE FOR $3.00 FROM VOCATIONAL-TECHNICAL CURRICULUM LABORATORY, RUTGERS UNIVERSITY, 10 SEMINARY PLACE, NEW BRUNSWICK, NEW JERSEY 08903. (FP)

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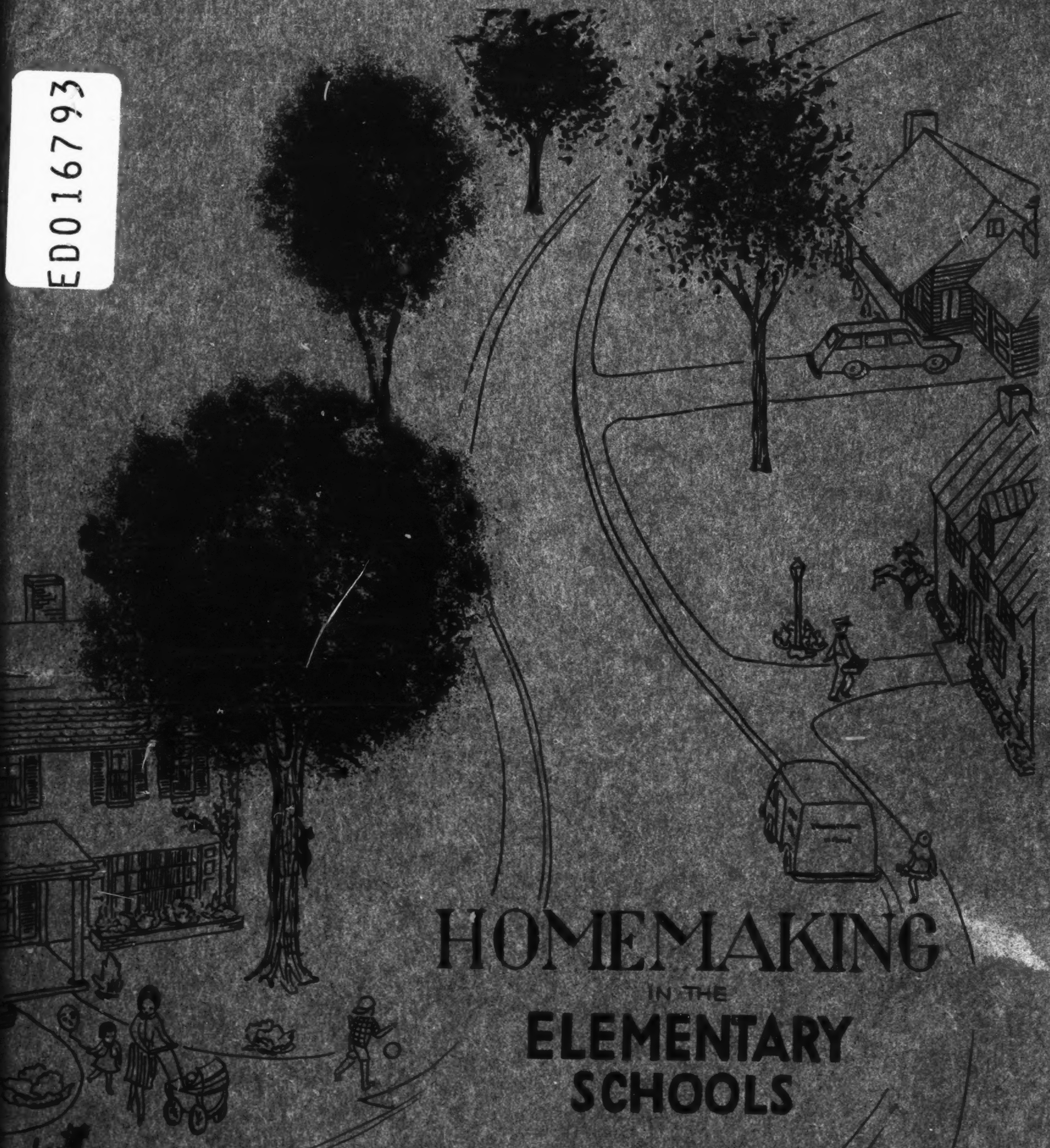

HOMEMAKING
IN THE
ELEMENTARY SCHOOLS

STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION
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Graduate School of Education

HOMEMAKING IN THE ELEMENTARY SCHOOLS

A Resource Guide For Classroom Teachers

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Prepared by
SUZANNE SICKLER
Supervisor - Home Economics

West Orange Public Schools
West Orange, New Jersey

Curriculum Laboratory
10 Seminary Place
New Brunswick, New Jersey

NOVEMBER, 1964

FOREWORD

An important key to learning is motivation. The good teacher is constantly seeking new ways and means of motivating her pupils so that real learning can take place. Under such circumstances, education becomes a joy; something to look forward to for teacher and pupil as the horizons of learning are expanded and new and exciting doors of knowledge are opened.

This volume is, in a sense, one to help the elementary teacher motivate her work through home economics. It represents the efforts of many and the editorial dedication of Miss Sue Sickler.

Frederick M. Raubinger
Commissioner of Education

MEMORANDUM

TO: The ERIC Clearinghouse on Vocational and Technical Education
The Ohio State University
980 Kinnear Road
Columbus, Ohio 43212

FROM: (Person) Benjamin Shapiro (Agency) Vocational Div.-Curriculum Laboratory

(Address) School of Education-Rutgers; 10 Seminary Place, New Brunswick, N J

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Occupational Focus None in particular
Geographic Adaptability No special limitations
Uses of Material Course planning and lesson planning
Users of Material Teachers

(4) Requirements for Using Material:
Teacher Competency Certified home economics
Student Selection Criteria Pupils in grades 1 through 6
Time Allotment Must vary with school scheduling pupils

Supplemental Media --
Necessary X
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Describe List on page 227 et seq.

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A Homemaking Experience Can Enrich and Interpret What the Pupil Learns in Other Areas.

A Homemaking Teacher, the Classroom Teacher, and the Principal Share the Planning of the Homemaking Experiences.

PREFACE

Home and family living is the basis for many educational experiences in the elementary schools. The elementary school homemaking program is an experience-centered program which is concerned with helping children in their daily living. The homemaking experiences should contribute to the child's developing personality by increasing his knowledge of many phases of living and by helping him to understand his part as a contributor to his school and home life.

The elementary school curriculum is effective for the learned when all the areas of learning are integrated to make a complete picture. Elementary homemaking should not be looked upon as a special subject but as an integral part of the curriculum providing experiences which will enrich and interpret what the pupil learns in all areas of the curriculum. This can be accomplished by having the homemaking teacher act as a consultant who works with classroom teachers of all grade levels, kindergarten through sixth, or by teaching scheduled classes in homemaking in grades four through six, and by acting as a consultant, or resources person, in grades kindergarten through three. She can make significant contributions by carrying out homemaking experiences which have been planned cooperatively with the classroom teacher and which correlate, extend, and enrich the regular classroom work in progress.

It is the purpose of this guide to provide some basic information for the development of a homemaking experience-centered program in the elementary schools. Since it is the hope that the guide will serve all educators, both in school districts not having homemaking teachers on their staffs as well as those who do, the outline form of organization has been used. Because of this dual-purpose, it has been necessary to include information which might be of more value to one group than another.

In the preparation of this guide an attempt was made to answer questions concerning the organization, operation, curriculum, facilities and resources for such a program. To insure the information presented would be in agreement with the most accepted philosophy of elementary education, the writer consulted with many elementary and home economics curriculum specialists and examined many elementary text and reference books. As with any publication of this type; it should be considered just what it is, "A Guide". The publication is of value only when the reader makes use of the suggestions that are best for her pupils and is stimulated to discover additional home and family life experiences which will continue to enrich the elementary curriculum for her children.

The assistance and interest of many individuals contributed to the writing of this guide. For assistance in developing the outline as well as reviewing the

original edition and giving much constructive help, the writer is especially indebted to: Dr. Albert E. Jochen, Asst. Commissioner Vocational Education; Miss Dorothy Brevoort, State Supervisor of Home Economics; Miss Verna Danley, former State Supervisor of Home Economics; Mrs. Elizabeth Darlington, Homemaking Teacher, West Orange Elementary Schools; Mrs. Mabel Deaney, Home Economics Teacher, Pequonnock Valley Schools, Pompton Plains; Dr. Katherine Hall, Chairman, Department of Home Economics, Montclair State College; Mrs. Marilyn Hatzenbuhler, Asst. Professor, Home Economics Department, Montclair State College; Mrs. Florence Heal, State Supervisor of Home Economics; Dr. Anne Hoppock, Director of Elementary Education, Division of Curriculum and Instruction; Dr. Margaret Lockwood, Homemaking Teacher, West Orange Elementary Schools; Mrs. Anne V. Ramsey, Helping Teacher, Hunterdon County; Mrs. Merna Samples, Chairman, Department of Home Economics, Douglass College; Mrs. Beverly Savidge, Home Economics Education, Douglass College; Miss Elizabeth Wilton, Director of Elementary Education, West Orange Elementary Schools; book companies for providing sample copies of text and reference books. Special thanks are due to Miss Margaret McSweeney for editorial assistance and to Mr. Benjamin Shapiro, Director of Curriculum Laboratory, State Department of Education, Vocational Division for printing.

M. S. S.

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THE HOMEMAKING PROGRAM IN OPERATION

A. Homemaking is an important part of the elementary school program because it helps to:

1. Contribute to the child's personality development.
2. Teach the child's role in school and home life.
3. Develop the child's appreciation of the family.
4. Enrich the child's learnings in other areas.

B. Homemaking can fit best into the elementary program by:

1. Meeting the everyday needs of boys and girls.
2. Providing experiences that are realistic and related to the ability of the child.
3. Integrating homemaking experiences with the rest of the curriculum.
4. Promoting better family living through the schools.
5. Contributing to special areas of learning as do art and music.
6. Having principals, classroom teachers, and homemaking teacher share the responsibilities for the planning and operation of the program.

C. Role of the homemaking teacher. The homemaking teacher is a resource person in homemaking. She should:

1. Help the classroom teacher to understand the aims and objectives of the homemaking program and the contributions that it can make to the total school program.
2. Assist the classroom teacher to carry out the homemaking program and be of special help in those areas in which the classroom teacher may not feel so adequate.
3. Provide ideas and suggestions for correlating homemaking experiences with the classroom program.
4. Guide the classroom teacher in choosing homemaking experiences that are suitable for the child's ability and follow a progression of learnings.
5. Work with the classroom teacher on the experience rather than taking over the class.
6. Be available in the school on a flexible schedule to work with a class as needed.
7. Help to organize and maintain the homemaking equipment in each school. When necessary, demonstrate the proper use and care of new equipment to the classroom teacher.

8. Help to organize and maintain the home economics resources available to teachers. Suggest new materials; explain how they may be used and where they may be obtained.

D. Role of the classroom teacher. Since the classroom teacher knows the pupils best, she is the "key" to successful homemaking experiences. She should:

1. Help the homemaking teacher to know her pupils.
2. Plan with the homemaking teacher the kinds of experiences that best will meet the needs of the boys and girls in her class.
3. Plan experiences far enough in advance so that the homemaking teacher can be prepared.
4. Relate the homemaking experiences to other class experiences as the opportunity arises.
5. Share the responsibility for completing and evaluating the homemaking experience.
6. Inform the homemaking teacher about the "mechanics" of scheduling the homemaking experience.
    a. What problem is to be considered.
    b. With whom she will work.
    c. What materials she should have available.
    d. How she is to work.
    e. How much time she has and how many lessons should be planned.
7. Be responsible for notifying the homemaking teacher when a scheduled class cannot be held.
8. Be responsible for all equipment used in the absence of the homemaking teacher.

E. How the homemaking program functions:

1. How the homemaking program functions will be determined by the type of organization, facilities, and personnel within the school or school system.
    a. Consultant type program - the homemaking teacher has no regularly scheduled classes but works on call with all grades. The curriculum is organized around the problems of the learner.
        (1) The homemaking teacher would be "on call" in a school on an assigned day. If she is not needed there, she would be free to work in another school.

(2) The classroom teacher would plan - in advance and in cooperation with the homemaking teacher - the experiences for her class and reserve the necessary time on the homemaking teacher's schedule.
    - The schedule might be posted in the principal's office for easy reference.
    - See appendix forsamples of "Schedule and Experience Plan".

(3) The principal should be responsible for notifying the homemaking teacher at least a week in advance what services and experiences she will be providing in his school.

(4) The homemaking teacher should feel free to visit those classroom teachers not requesting her services and offer suggestions as to how the program might be of help to them and their classes. The principal should inform the classroom teachers that the homemaking teacher will be doing this. As a beginning, the homemaking teacher might study what the teachers and children are doing to see what she can contribute.

b. Departmentalized type program - the homemaking teacher is the specialist who teaches scheduled classes in homemaking.

(1) The homemaking teacher would plan with the classroom teacher the homemaking experiences for her class. Where possible these experiences should correlate with, extend, and enrich the regular classroom program.

(2) The homemaking teacher might have some free time during the day when she could serve as a consultant. (See above - a.)

2. The homemaking facilities in the schools have been planned to increase the effectiveness of the program. In many of the schools these facilities have been located in a Related Arts room. Here an entire class, or a committee, can meet to participate actively in the learning experiences. For schools where a Related Arts Room is not available or for those times when homemaking experience can be done effectively in the classroom, portable equipment - oven, burner, sewing machine, etc. - and paper supplies are included in the facilities.

3. Care of the homemaking facilities.

The primary purpose of the homemaking facilities is to provide firsthand learning experiences for the children in the schools. To be effective these facilities must be available and in good condition when the need arises. The responsibility for their care is shared by the

entire school personnel. The homemaking teacher will help to maintain the equipment in each school. She will be glad to demonstrate the proper use and care of the equipment and help to teach the children good work habits and standards. The classroom teacher, principal, and custodians are responsible for all facilities used in the absence of the homemaking teacher.

4. **Professional services that a classroom teacher might expect from the homemaking teacher include assistance with:**
   a. **Information concerning foods, clothing, family life and housing.**
   b. **Methods of teaching.**
   c. **Learning experiences in homemaking.**
   d. **Correlating homemaking experiences with the other curriculum areas.**

5. **Resources which might be available to a classroom teacher through the homemaking teacher (home economics supervisor, home economics office). Refer to Section VII and VIII for more detailed information.**
   a. **Teaching resource units. See sample printing materials.**
   b. **Charts, posters, commercial materials in single or quantity lots.**
   c. **Supplies for homemaking experiences.**
   d. **Visual aids such as filmstrips, slides, mounted pictures.**
   e. **Reference books, pamphlets, and materials on all areas of homemaking.**
   f. **Exhibits and illustrative materials on selected subjects.**
   g. **Homemaking newsletter containing information about homemaking experiences taking place in the schools and suggestions for other class experiences.**

6. **Supplies for homemaking experiences.**
   a. **The purchase of supplies for homemaking experiences will be determined by the procedure established by the local school system. One school system has developed a plan whereby a set sum of money is alloted for each child in the school. This becomes the homemaking budget for the year. Supplies are purchased centrally in quantity lots and then charged to the individual schools as used.**
   b. **Children might be asked to contribute supplies for the homemaking experience. This could be done by sharing the cost of supplies or by bringing in the supplies from home. Arrangement for doing this should be made in advance and cleared with the administrators in charge.**

c. Many opportunities are available for obtaining supplies free of charge through friends of the school. (Ex. discarded nylon stockings, drapery and upholstery fabric remnants, etc.)

d. A guide for determining what supplies provided by the home economics department might be:

  (1) For cooking lessons - all necessary groceries.

  (2) For class luncheons or special parties - may provide some of the groceries.

  (3) For simple parties having only a snack for refreshments - may provide all necessary groceries.

  (4) Class instruction or class projects to stay in school - all necessary materials.

  (5) Students projects for own use or for gifts - pupils furnish necessary materials or purchase from school at cost.

EVALUATION AND THE HOMEMAKING PROGRAM

Evaluation is an important part of any educational program. It should be a continuous process helping to give purpose and direction to the program. It should be considered a part of the total learning experiences with adequate time being allowed for teachers and pupils to participate in it together.

Evaluation in homemaking education is concerned with the pupils, the program, and the teachers. It can be considered successful if:

A. The pupil is able to:

1. **See the purpose of the homemaking experience and understand how it enriches his other curriculum learnings and contributes to his daily living.**
2. **Apply what he has learned to daily living.**
3. **Judge how well he did and learn how he might do better.**
4. **Improve behavior and habits thus becoming a better family and community member.**

B. The program and experiences are:

1. **Those which will help the pupil in his daily living.**
2. **Planned to aid in teaching the pupil his role in school and home life and to develop an appreciation of the family.**
3. **Realistic and related to the ability of the child.**
4. **Integrated with the rest of the curriculum.**
5. **Able to contribute to other areas of learning.**
6. **Concrete experiences which will facilitate concept development in the different areas of the curriculum.**
7. **Planned to follow a progression of learnings.**
8. **Principals, teachers, pupils, and parents participate in the program.**

C. The teachers are able to:

1. **Understand the objectives of homemaking education and relate the homemaking experiences to the other curriculum learnings.**
2. **Choose homemaking experiences that are suitable for the child's ability and follow a progression of learnings.**
3. **Plan all lessons to have purposeful learning experiences.**
4. **Use appropriate teaching methods and resources for each lesson.**
5. **Share the responsibility of the homemaking program.**
6. **Utilize the services and facilities of the homemaking department to advantage.**
7. **Evaluate together the experiences done in homemaking.**

A GUIDE FOR PLANNING HOMEMAKING BASED ON CHARACTERISTICS OF ELEMENTARY SCHOOL CHILDREN

The successful elementary homemaking program provides experiences that are realistic, related to the ability of the child, and follow a progression of learnings. The curriculum should be related to what is known about ages and states of growth, but it must establish guides and suggest practices helpful to the teacher in planning learning experiences of real meaning to children.

The wise homemaking teacher utilizes the research that has been done by specialists in the field of child growth and development. She knows that growth is a continuous, but uneven, process and that it is different for each child. She also realizes that within each class there is a range in mental, physical, emotion and social abilities and that this range continues to widen during each succeeding grade.

The guide on the following pages has been developed to aid homemaking teachers in understanding the elementary school children with whom they will work. It, also, shows how the characteristics and needs of these children form the basis for the great variety of homemaking experiences that can be given to the boys and girls in the elementary schools.

PACKING CLOTHES FOR NEEDY FAMILIES

The Homemaking Program is Successful if It Teaches Children to Become Better Family and Community Members.

CHARACTERISTICS OF KINDERGARTEN CHILDREN

5 year - olds

General:

- Alive, eager, noisy, and active; activity not highly social; like to go from one activity to another
- Have better control over large muscles than small ones; not ready for complicated skills and small muscle coordination.
- Cooperative; want supervision; like to have approval; blame others for own misdeeds; decide quickly what they want
- Like to have things go smoothly; interested in immediate and realistic experiences; still in "I" stage
- Play well with other children if groups are kept small; imaginative play in which each child plays his individual role; like activate a story
- Not much interested in physical differences between sexes; not as interested in own name or names of others - more important is his age or what he is doing; usually no concern about racial differences; have concrete, down to earth fears

School:

- Build with blocks; mold objects with clay; like to color within lines; paint at an easel; like to cut and paste simple things even though not adept
- Sometimes take their products home from school
- Like to identify repetitious phrases, words, letters; print first name
- Count by ones; count objects; name coins; like to copy numbers
- Sensory motor equipment not ready for reading - far sighted

Reference: Gesell, Arnold, and Ilg, Frances, Child Development - an Introduction to Study of Human Growth, Harper and Brothers, N. Y. 1960

A GUIDE FOR PLANNING HOMEMAKING EXPERIENCES
for
Kindergarten Children

Clothing:

- Need reminder to wash hands before meals
- Can scrub fingernails but can't cut or file them
- Dress self completely; (might not tie shoe laces); mother might select clothes and lay them out
- Proud of own appearance and nice clothes but are careless about taking care of them
- Can "sew" wool through a card by turning it over

Foods:

- Breakfast is poorest meal
- Child will clean his plate if given small servings
- Prefer meat, potatoes, raw vegetables, milk, and fruit; dislike cooked root vegetables, gravies, casseroles, and puddings
- Talking interfers with eating

Family:

- Strong feeling for family; like to be with family; enjoy family picnics and holiday celebrations
- Mother is center of the child's universe; may be very proud of mother
- Fond and proud of father; may obey him better than mother
- Girls like to care for younger siblings - should not be given too much responsibility as they are not too dependable
- Need to be reminded about manners - "please", "thank you"

Home:

- Like to help mother around the house; like to do errands around the house
- Play centers around a home as they imitate adult activities
- Like to go shopping with mother
- Interest in money not strong; like to pay the man in the store or restaurant

CHARACTERISTICS OF FIRST GRADE CHILDREN

6 year - olds

General:

- Very active; in almost constant motion; often clumsy
- Highly emotional; self-assertive and aggressive; want and need to be "first"; enjoy competition if win (will cheat if necessary)
- Need praise and approval; punishment does not improve behavior - may respond to isolation; need extra chances; need clear and simple directions in advance to get started in right direction
- Better at accepting blame for big things than for small
- Much group play; imaginative play of house, store, etc.; interest mostly self-expressive; little solitary play; often play with a constant friend
- Like to do things "just like Mommy and Daddy"
- Short attention span so activity needs to be one that can be completed in a short period; waste time
- Name is important - write name on products
- Understand seasons in terms of activities suitable for them
- Grasp ideas of God as creator of things; prayers are important

School:

- Need a flexible school program; activities to give them a feeling of success; getting ready to handle numbers, read, write
- Attempt to use tools and materials; can join boards and make simple structures; beginning to use pencil crayons as well as wax crayons for coloring and drawing; cut and paste
- Like to write on blackboard
- Like to take products home to show parents
- Like to be read to; recognize words, phrases, sentences; like poems about "sounds the letters make"; print most of capital letters and some words; print first and last name
- Write from 1-20; count to thirty; name coins and numbers; add within ten; group objects; use simple measurements - pint and quart
- Picture book interest in children of other lands

A GUIDE FOR PLANNING HOMEMAKING EXPERIENCES
for
First Grade Children

Clothing:

- Need to be reminded to wash hands
- Dress self completely; mother might select clothes and lay them out
- Have a pride and interest in clothes, what to wear for different seasons and weather; need help with caring for clothes; use mirror
- Accessories frequently lost
- Can use large needle and stitches - running stitch as decoration

Foods:

- Breakfast poor meal
- Eat often; need mid-morning snack
- Prefer meat, potatoes, milk, raw vegetables, peanut butter, ice cream, candy; dislike cooked vegetables and desserts
- Like foods plain; texture is important
- Finger foods preferred
- Willing to try new foods; like parties
- Feeding animals helps to show relation of food to growth
- Work in groups to prepare simple foods; often helps poor eater to develop an interest in food
- Table manners poor; spills food; stuffs mouth; awkward in use of knife

Family:

- Expanding environment; home, school, community relationships important
- Don't give much thought to the concept of family (child too egocentric); in school learn about other families with different standards and ways of doing things; enjoy family secrets
- Mother is no longer the center of the child's world - child himself now holds this position; relation with mother most difficult
- Father is an important figure - interested in his many roles
- Want a new baby; interested in the origin of babies; difficult to accept a new baby in family
- Quarrel with older siblings

Home:

- Like to have many possessions but don't take care of them
- Interested in things money buys rather than in money itself, little sense of values so need help in planning what to do with money; on shopping excursions must buy something
- Want allowance - will work in return; parents can motivate saving
- Difficulty in making decisions - need guidance in planning activities

CHARACTERISTICS OF SECOND GRADE CHILDREN

7 year - olds

General:

- Reaching out for independence; need encouragement
- Sensitive to praise and blame; easier to discipline; not as boisterous and rebellious; little sense of humor; realize being "bad" spoils things; directly accuses others
- Absorb impressions from what they see, hear, do; apt to identify self with characters read about
- Muscle coordination better but frustrating if too exacting
- Want and accept responsibility but often forget; may like things orderly and attractive but don't do share
- Play in pairs or groups; make rules and insist on taking turns, fairness important; beginning of real cooperation; learning to lose but must win in end; prefer older playmates; largely ignore sex lines in play groupings - may be last age when boys and girls play together regardless of sex lines

School:

- Learn best in concrete terms and in situations where they can be active in learning; interested in relationships within home, school and community - not ready for study of far places and times; greater interest in activity than in end product
- Developing sense of completion; impatient in demands for help from teacher
- Bring fewer things from home; accumulate products in desk and take home occasionally
- Boys interested in carpentry; girls prefer to color and cut out paper dolls
- Can read sentences; print or write words and sentences in capital and small letters
- Count to one hundred by one, five, and by two to twenty; write one to twenty; name coins and pennies in each; add and subtract within twenty; use fractions of $\frac{1}{2}$ of a unit or group

A GUIDE FOR PLANNING HOMEMAKING EXPERIENCES
for
Second Grade Children

Clothing:

- Variable in interest in personal appearance; need help with care of hair; can take care of shoes
- Slow in dressing
- Not much interested in clothes
- Careless about care of clothing
- Enjoy sewing - quick project to hold interest

Foods:

- Interested in "Clean Plate Club"; begin to accept disliked food
- Prefer milk, meat, sandwiches, peanut butter; dislike strongly flavored foods, especially vegetables, cheese
- Can plan and prepare simple snacks and foods
- Better table manners;use implements well; prefer napkin beside plate to use as needed
- Can set table

Family:

- Serious about concepts of home, family, and government
- Interested in finding "his" place as a real family member; might feel "he" is adopted
- Very proud of home and family possessions
- "We" age for mother and child
- Chiefly good with siblings; jealousy at times causes disagreements; like to invite brothers, sisters to class to share experiences
- Intense longing for new baby of own sex in family; interested in baby's growth, what it eats, size, what it costs

Home:

- Ready for responsibility; like to help at home; better at helping than doing things alone
- Lose things easily - need help in storing possessions
- Increased interest in money and what it does; know money and how to ask for change
- Want an allowance; may save for bigger items
- Like to telephone friends

CHARACTERISTICS OF THIRD GRADE CHILDREN

8 year - olds

General:

- Emerging from the egocentric stage; personality is more expressive; trying self against environment; want to be like an adult
- Recognize self and differences; try to live up to standards of others
- Show more enthusiam and judgment in what they try to do
- Time is important to them; can't wait for future events
- Like to do things neatly but sometimes in too much of a hurry
- Increase of speed and smoothness in fine motor performance
- Can accept a fair amount of responsibility
- "Gang life"; influenced by peer group
- Group play better; more cooperation; best friend attitudes important; can sometimes lose gracefully; realize role in group depends upon abilities and limitations
- Excellent company manners away from home
- Increased interest in distant and long ago people and places

School:

- Like to help teacher; want teacher to enjoy activity with them and have a turn; teacher handle problems with humor and control child by her silence
- Better able to understand foreign countries and world relationships; interested in primitive people and times past; interested in reading books on these topics
- Eager to verbalize and respond; mechanics and reading for meaning now in better balance; use table of contents and index
- Able to write several sentences and both names with good spacing and correct use of capital and small letters
- Count by three's to thirty and four's to forty; learning to add and subtract one to three digit numbers requiring borrowing and carrying; simple multiplying and dividing; fractions of $\frac{1}{2}$ and $\frac{1}{4}$; interested in weights of people and things; interested in money and relative value of coins

A GUIDE FOR PLANNING HOMEMAKING EXPERIENCES
for
Third Grade Children

Clothing:

- More pride in personal appearance; need help and reminder with cleanliness; shampoo hair and cut nails
- Some able to take full responsibility for care of clothing, some careless
- Interested in buying and selecting clothes, especially fabric and why clothes are warm and cool
- Can hem a straight edge
- Like to make gifts for family - place mats, towels, simple aprons

Foods:

- Picking up good food habits
- Can plan balanced meals and have a knowledge of health foods; can plan and prepare simple meal; can plan as a group - centerpiece, what to serve for snack and supper
- Express "love" for certain foods; prefer plain foods; dislike sauces
- More ready to taste things; judge food by its odor
- Needtable manners stressed; variable manners, poor at home and good out; less frequently need to use fingers; cut meat with a knife even though not skillful
- Interested in trips to bakery, mill, dairy

Family:

- Trying to make concept of family really work; interested in family background
- Interested more in mother than in family as a whole; what mother does and thinks is important
- Child's best responses may come with his father at this age
- Less good with siblings - too strict in caring for them
- Warm and loving interest in babies; understand the slow growth process within mother
- Aware of orderliness; like award system; do best when helped at start and told how to act

Home:

- Like to earn money at home; can manage own money; will save for bigger items; realize differences in price of items
- Age of collecting and bartering
- Can make grocery order and buy groceries for class luncheons
- Will do things at home for pleasure

CHARACTERISTICS OF FOURTH GRADE CHILDREN

9 year - olds

General:

- More responsible, independent, and cooperative
- Want to feel an important and useful member of family group
- More skillful; work and play hard until exhausted; eyes ready for close work with little strain
- Need special friend of same age as well as group of friends; less interested in relations with friends and more in what they do together; gang or club important; values of group often more important than those of parents
- Enjoy competition

School:

- Interested in the expanding community life; cultures outside of own world and understandings; strong interest in details of life in foreign countries and primitive times
- Like to contrast present with past - how did things start and why are they like they are
- Individual variations in skills of eyes and hands
- Talk at home about a few school activities or a special event
- Work for longer periods of time and may be unwilling to stop
- Utilize dictionary; increase in speed and volume of writing
- Good with arithmetic skills; use fractions and measurements; do long division; can keep accounts and records

A GUIDE FOR PLANNING HOMEMAKING EXPERIENCES
for
Fourth Grade Children

Clothing:

- Dress rapidly; not careful about care of clothing
- Can be taught about becoming and appropriate color combinations and choosing clothing for hobbies
- Can cut out and sew simple garments
- Can knit, weave, embroider, work with felt and yard

Foods:

- Prefer plain foods; more sweets and desserts in meal; may refuse food cooked in new ways
- Like to read cook books and prepare foods
- Prepare after school snack
- Nutritious meals and holiday foods are good experiences
- Animal experiments good to show differences foods make in the body
- Eating much neater; control of implements good; need help with use of knife

Family:

- Need to respect child's increased maturity
- Concept of family important; sensitive as to how family and possessions compare with those of others; need help to get along with people who are different than they
- Variable feelings about doing things in family; best relationships with parents in regard to some activity which really interests both
- Need to be reminded but like to do tasks for pleasure, not money
- Good with younger children

Home:

- More dependable and responsible; like activities that can be used at home - records, accounts, do own shopping for gifts
- Interested in cost of things; less interest in allowance; can save money for costly items
- Interested in collecting; club activities are important

CHARACTERISTICS OF FIFTH GRADE CHILDREN

10 year - olds

General:

- Show greater degree of responsibility,dependability, and reasonability
- Sense of right and wrong
- Capable of prolonged interest

A GUIDE FOR PLANNING HOMEMAKING EXPERIENCES for Fifth Grade Children

Clothing:

- Care of self and clothing
- Girls - how to dress attractively; boys - cleanliness and the scientific aspects of clothing; how made and from what
- Able to sew on snaps, buttons, and mend
- Boys enjoy using the sewing machine
- Girls knit; sew for themselves and for dolls

Foods:

- Inclined not to eat breakfast
- Prefer meat, potato, raw vegetable; dislike mixed dishes
- Have soda, cookies, and fruits for snacks
- Enthusiastic for cooking; like to prepare special dishes for family members
- Can plan, buy, prepare food for meals, parties

Family:

- Interested in people, community, country, world; emotional attachment for country
- Closer relation with family; need family activities
- Child satisfied with both parents
- Get along better with siblings

Home:

- Casual about money - more stress needed on saving
- Not good at helping at home - need methods for making work easier; work better away from home

CHARACTERISTICS OF SIXTH GRADE CHILDREN

11 year - olds

General:

- Strongly individual; many different levels of physical development and temperment

- Vague ideas about abstract issues relating to adult life

- Prestige more important than adult approval

- Competition is keen; will submerge personal ego for good of team

A GUIDE FOR PLANNING HOMEMAKING EXPERIENCES for Sixth Grade Children

Clothing:

- Need to improve personal appearance - posture, care of hair, simple manicure, and general cleanliness; less resistance to taking a bath
- Clothing problems - relation to beauty and health; underclothing; selection of clothing for school
- Need to learn to press and launder clothes; simple mending
- Girls more interested in sewing clothes

Foods:

- Eat more
- Very enthusiastic about cooking; center cooking experiences around foreign countries
- Begin to understand function of food in body and able to plan nourishing meals
- Animal feeding experiments of interest
- Often have problems with the family at breakfast time with the result that breakfast is not eaten

Family:

- Strong family feeling
- Important to child who has begun to mature to escape from too much adult domination
- Need to have a say in deciding what is to be done
- Critical of younger brothers and sisters

Home:

- More interested in and careful about money; more apt to save
- Worse about helping at home; like room in mess
- Care of kitchen equipment and home appliances can be taught; may stimulate interest in doing more at home

Concrete Experiences Facilitate Concept Development. Here Children SEE That Cotton Material is Gotten From the Cotton Plant.

THE ELEMENTARY CURRICULUM WITH ITS IMPLICATIONS FOR HOMEMAKING

The elementary school curriculum comprises the school experience which children undergo to improve living now and in the future. It is organized to encourage and promote the continuous growth of children. It takes into consideration the fact that a child grows and learns according to his educational capacity and potential and that children differ in their readiness to learn the basic concepts in the various subject areas. As a child progresses from kindergarten through grade six, the curriculum should reflect the provisions that have been made to meet his changing needs.

The summary on the following pages outlines SOME of the basic concepts or learnings which might be taught in the different elementary schools. The placement of these basic concepts might differ in some schools depending upon their curriculum organization. The important thing is that the homemaking teacher remembers that this summary should be used as a guide since EACH CHILD'S individual abilities and needs influence what is to be taught to him in each grade. His classroom teacher evaluates his growth and development at the beginning of the school year and plans the experiences which will help him to continue along a progression of learnings. It is through various groupings within the regular classroom that provision is made to handle the wide variations that exist among children of the same age. The homemaking teacher will want to develop concrete experiences which will facilitate concept development and affect interest and attitudes toward learning for each child at every stage of development.

KINDERGARTEN

Curriculum Learnings:

- **Routines; accept responsibilities; follow directions; common courtesies; cooperation; respect; self-control**
- **Immediate environment of child - units on home, school, pets, farm, neighborhood, holidays, friends, seasons, store**
- **Good health practices; safe ways to go to school; healthful snacks**
- **Listen to stories and sound; printed words tell a story; sequence; read left to right**
- **Comparative concepts - more, less; count and measure real objects**
- **Curiosity about physical world - see, smell, taste, handle**
- **Get acquainted with music; wide range of art mediums**

Homemaking Experiences:

- **Felt bookmarks - made for father. Holes were punched in the felt, then children used yarn to form designs. End of yarn was wrapped with tape, thus eliminating the use of needles.**
- **Cupcakes for Thanksgiving - made from a mix and decorated with a sugar icing.**
- **Cookies for Christmas - made from quick sugar cookie dough. Shaped by hands into faces or figures and then decorated.**
- **Pumpkin Pudding and Roasted Pumpkin Seeds - used the pumpkin and seeds from the class Halloween pumpkin. The pudding is easier for the children to make than is pumpkin pie. Cooked pumpkin is added to vanilla pudding.**
- **Cereal Tasting Party - cooked a variety of cerals and the children sampled one. Brown sugar, honey, and cinnamon sugar added interest as does the addition of nuts, raisins, and dates.**

FIRST GRADE

Curriculum Learnings:

- All people need food, clothing, shelter; many people help to supply these
- Use and care of tools; cleaning up
- Safety and health habits
- Getting ready to read, write, and converse; free conversation, likenesses and differences in pictures and word sounds and appearances
- Number concept and functions in everyday life; counting and adding; meaning of numbers
- Simplest way to make letters; manuscript writing using letters based on circle, half circle, and straight line
- How, what, why about the physical world
- Sing songs by rote; in art, world usually represented through symbolism, sky may or may not be indicated at top of page

Homemaking Experiences:

- Breakfast Tasting Party - as part of the health unit teacher and class prepared foods children could prepare for themselves at home - frozen orange juice, instant cocoa or milk, cold cereal.
- Getting acquainted with the homemaking room - the children were taught names of equipment which correlate with sounds B M R S (example, - beater, mixer, roaster, spoon).
- Cornbread - as part of the unit on "Thanksgiving and the Indians."
- Marmalade for a gift - learned names of five citrus fruits. Painted baby food jars to hold marmalade.
- Popcorn balls - for Christmas gifts. Teacher demonstration; colored the syrup red and green. The children wrapped the balls in waxed paper.
- Burlap mats - for gifts. Mats 12" X 18". Did a center design with a running stitch border; edge fringed.
- Butter, Ice Cream, Eggnog - as part of the unit on the "Farm".

SECOND GRADE

Curriculum Learnings:

- Broader view of community and community workers and helpers - people, stores, safety, courtesies
- Nourishing foods for children; breakfast and noon meal
- Basic reading skills; simplest type sentences; capitals
- Counting, adding, subtracting, telling time
- Use simple scientific method of problem solving
- Singing, moving, listening to music; playing instruments
- Symbolic stage in art; work more detailed; like to have materials to express ideas

Homemaking Experiences:

- Breakfast unit - as part of health unit. Children planned and prepared foods they could prepare at home for themselves - juice, cocoa, cereal, toast.
- Grape jelly - for gifts. Made from grapes (fruits of harvest) or frozen juice. Decorated the jars.
- Tutti-Fruitti Bars - for gifts. Worked in two big groups with a teacher in each group - could be done in homemaking room or classroom.
- Burlap mats - for milk containers; 5" squares. Did blanket stitch and fringed edges.
- Candied apples - for Halloween. Used caramel candy recipe. Children brought apples. Worked in groups. Had apples for the class party.
- Coconut pudding - as part of a social studies and health unit. Make a milk dessert. Used fresh coconut with cornstarch pudding. Could use instant pudding and do it in the classroom.
- String popcorn and cranberries - how to pop corn, the Colonial decoration for the Christmas tree.
- Machines in the home - compared effort needed to beat an egg with a fork and with an egg beater.

THIRD GRADE

Curriculum Learnings:

- Larger community and community-wide functions and activities; How alike and how different; interest in rules and codes; work and live together
- Better health habits, especially food; beginning of team activities
- Small muscles ready for cursive writing and some types of weaving
- Use of dictionary; table of contents; new words, dramatization
- Mathematics related to child's experience; number concepts, place values; make change within limits of one dollar; concept of "times as many"; simple fractions with whole; enlargement of concepts of value, size, distance; tell time; read thermometer
- Greater interest in the physical world
- Begin elementary musical notation; printed page of music
- Symbolic stage to representational stage in art; use of color more realistic
- Begin to use routines more efficiently

Homemaking Experiences:

- Bread - study of wheat in social studies. Worked in classroom to make dough, let it rise, shaped it into loaves, and let rise again. Several students took it to homemaking room to bake.
- Milk units - as part of the social studies. Discussed sources, care. Made - banana milk drink, cottage cheese, butter (ate on crackers).
- Knitted squares - to make coverlets for kindergarten.
- Felt scissors cases - to keep scissors in desk. Decorated in own designs. Used sewing machine under close supervision.
- Puppet clothes - made heads in art class. Children brought old fabric and decorations from home to make the clothes. These were done on the sewing machine. The finished puppets were used to entertain the younger children with a "Family Relations Puppet Program".

FOURTH GRADE

Curriculum Learnings:

- Other lands and the child's home state; men's customs and habits today are different in many respects from those in past; character development and moral and spiritual values
- Creative expression in writing; physical parts of a book; use reference books; card catalog; write short stories and reports
- Roman numerals; fractions; change within limits of five dollars; square, rectangle, circle; comparison - 24 inches or 2 feet; express fractional parts of one unit of measure as an integral part of smaller unit - $\frac{1}{4}$ gallon = 1 quart
- Facts regarding man's dependence upon natural laws, controlling and improving environment; trend of interest is towards realism
- Important music year
- Art experiences are realistic in nature; attention to small details

Homemaking Experiences:

- Luncheon - included a study of nutrition, health, and arithmetic. Studied the four good groups, planned the menu and work schedule, set the table, purchased the food, prepared the food, and served the meal. The class was divided into four working groups.
- Felt coat hanger covers - for gifts. Sewed together by hand. Designs were made by cutting or punching.
- Dress dolls - part of unit in social studies. Dressed in costumes of different periods of history.
- Amazon Tasting Party - committees studied clothes and foods of the Amazon people. Prepared pineapple tapioca, manioc bread, mangoes.
- Norwegian Breakfast - included a study of customs, manners, recipes, decorations, costumes. Prepared and served fish chowder, fruit soup, cheese, flat bread. A mother wore her Norwegian costume and demonstrated the making of a Norwegian dessert for the class.
- Foods of New Jersey - committee studied the foods of the state; assembled recipes; went shopping for food; prepared and served the foods as a "State Luncheon". Each group was responsible for reporting on some phase of New Jersey Government. The Town Mayor and two town officials were guests at the luncheon.

FIFTH GRADE

Curriculum Learnings:

- **Early American life and life in different regions: Colonial, pioneer, U.S. regions, U.S. possessions, new states**
- **More about food and eating habits**
- **Individual reading; library skills; use reference sources; write friendly and business letters and poetry**
- **Units of length, liquid, measure, dry measure, time, counting, weights, money; fractional equivalents**
- **Interest in science continues toward realism**
- **Sing well in good tone quality**
- **Principles of design and art theory more meaningful; backgrounds and details more important; realistic use of color**

Homemaking Experiences:

- **Cookies and Baby Kimonas - made for Red Cross as a community service project.**
- **Cranberries - as part of study of holiday foods prepared in a variety of ways. Made cranberry and orange relish and cooked cranberry sauce.**
- **Alaskan Tasting Party - prepared salmon, sour dough pancakes and ligonberry sauce.**
- **Textile Study - as part of social studies. Emphasis on cotton and wool, understanding of spinning, felting, basic weaves, chief characteristics of each. Children made own looms and art department helped in design and texture. Wove 12" X 18" mats and gàve to Mother on Mother's Day.**
- **Spice - as part of social studies and arithmetic. Tasted different spices and prepared spice cookies. The cookies used five different spices, each calling for a different fractional measurement.**
- **Colonial activities - prepared foods, soap, candles, and made a quilt to demonstrate home and family life in Colonial Days. The soap experience has been found to be an excellent science project. The quilt utilized arithmetic problems when designs were made of squares, rectangles, triangles which had to be sewed together into one quilt.**

SIXTH GRADE

Curriculum Learnings:

- Europe and European background of American people; Western and Eastern Hemispheres; like stories of family life; people are alike in basic desires
- Household safety
- Nutrition
- Study skills; parliamentary procedures; writing well-organized
- Exact and relational thinking with numbers; use of measures extended in typical situation, including estimates.
- Thinking more complex and scientific
- Chemical changes
- Moral and spiritual values important; good manners and courtesy
- Increased confidence in artistic expression; more critical and less imaginative

Homemaking Experiences:

- Breakfast survey - determined eating habits and the effect on health.
- Basic food groups - compared U. S. with other countries.
- Class flag - designed as an art project. Made out of felt by the class. A school flag was also made in this same manner and is on display in the school auditorium.
- Eggs - discussed grading, food value, use. Made five different types of scrambled eggs.
- U. N. Luncheon - included table decorations, costumes, invitation, foods of different countries.
- Graduation Dinner - planned menu for sixth grade dinner at end of year. Set the table and made attractive table centerpieces. A similar project was done in schools where class picnics were held instead of dinners. There the children prepared and served the food in addition to the planning.
- Demonstration of machines that help us in cooking - blender, mixer, toaster, electric frypan, deep fat fryer.

CORRELATION OF HOMEMAKING WITH THE ELEMENTARY CURRICULUM

Homemaking experiences may be integrated with almost every phase of the elementary school curriculum. These experiences should help to enrich and interpret what the pupil is learning in his regular classroom work. Some suggestions for integrating:

Area	Kindergarten to Grade Three	Grade Four to Grade Six
Art	- Murals in classroom, booklets, posters on food, meals. - Place mats, invitations - Food habits of Indians - Telling a story of family experience through pictures - Cookie designs and decorations	- Murals in classroom, posters on scenes of harvesting or food production in this or other regions; food habits in other countries. - Maps and charts of food .... where obtained,food nutrients - Making artistic displays for home - Design patterns for toys, costumes, flags, gifts - Ways to improve school appearance - cafeteria - table decoration, flowers, pictures, etc.
Arithmetic	- Measurements - length, time, weight, height - Buying foods for tasting parties, money value - Solving problems - Counting ingredients used in recipes - Changing recipe for different number of servings	- Calculating amount of food needed - Figuring costs of food for class use - Cost factor in production, processing, distribution of food, clothing, housing - Comparing and evaluating costs of food, clothing, housing supplies - Calculating cost of food wasted on plates in cafeteria
Language Arts	- Read stories, play games, simple dramatization of home and family situations - Name foods with sounds of vowels, and consonants - Write stories about homemaking experiences - Invite to and introduce guests at tasting parties - Letters written home about new foods or recipes - Copies of lunchroom menus to go home	- Stories, reviews, reports on family life - Dramatize homemaking problems - Listen and discuss radio and TV programs and movies that have family life situation as their themes - Write articles for paper about homemaking experiences - Write business letter to companies requesting information on foods, clothing - Do research on sources of foods, clothing, etc.

Area	Kindergarten to Grade Three	Grade Four to Grade Six
Language Arts Cont'd	- Reading the recipe - Meaning of words and directions - Write new words used in study of homemaking	- Letters to children of other countries - life here, foods we eat; clothing, etc.
Music	- Sing songs about homemaking experiences	- Write original songs about homemaking experiences
Science-health	- All living things need foods - care of animals (pets) - Protecting our food by keeping it clean - Weather and seasons affect our clothing, foods, etc. - Fruits of the harvest - Clothing for rainy days - Machines that help us work - Vacuum cleaner, toaster - Ice cream making - Butter and cheese making - Parts of plants used for food	- Conserve natural resources - Foods for the Space Age - Preserving food... freezing, drying - Simple experiments to determine composition of foods - Machines used in the home - Yeast in bread making, food preservation - Sugar cookery - Food for Fitness as part of the Government Physical Fitness Program
Social Studies	- Foods and the home - Sources of our foods, clothing - People who help us to get our foods, clothing - Study eating habits of people in other lands - Study how transportation has made it possible to have foods all year	- Map of U.S. and world picturing sources of foods - Food as a world problem - Food and our ancestors - Food and its influence on building and expansion of America - Compare food customs of our country with those of people in other lands - Research study "Why people are poorly fed". - Amount of food waste and what it costs the city to remove the garbage

ONE HOMEMAKING LESSON HAS MANY LEARNINGS

(An example of some related experiences and learnings)

Topic: Fourth Grade Class Makes Chocolate Pudding

Science Learnings:

- Use wooden spoon for stirring hot liquids as metal spoon conducts heat.
- Starch mixtures must be stirred when cooking to obtain a smooth suspension.
- Starch granules cooked in moisture will swell thus causing the liquid mixture to thicken.
- Starch dishes should be rinsed in cold water first for easier dishwashing.
- A glass measuring cup is used for measuring liquids so that the true level of the liquid can be judged rather than the curved edge caused by surface tension.

Arithmetic:

- Using fractions.
- Measuring ingredients - cups, pints, quarts.
- Determining cost of recipe.
- Changing recipe for different number of servings.

Social Studies:

- Learning about dairy farms.
- Learning about the products of the farm.
- Studying the different types of milk containers.
- Comparing life on the farm with life in the city.

Health and Safety:

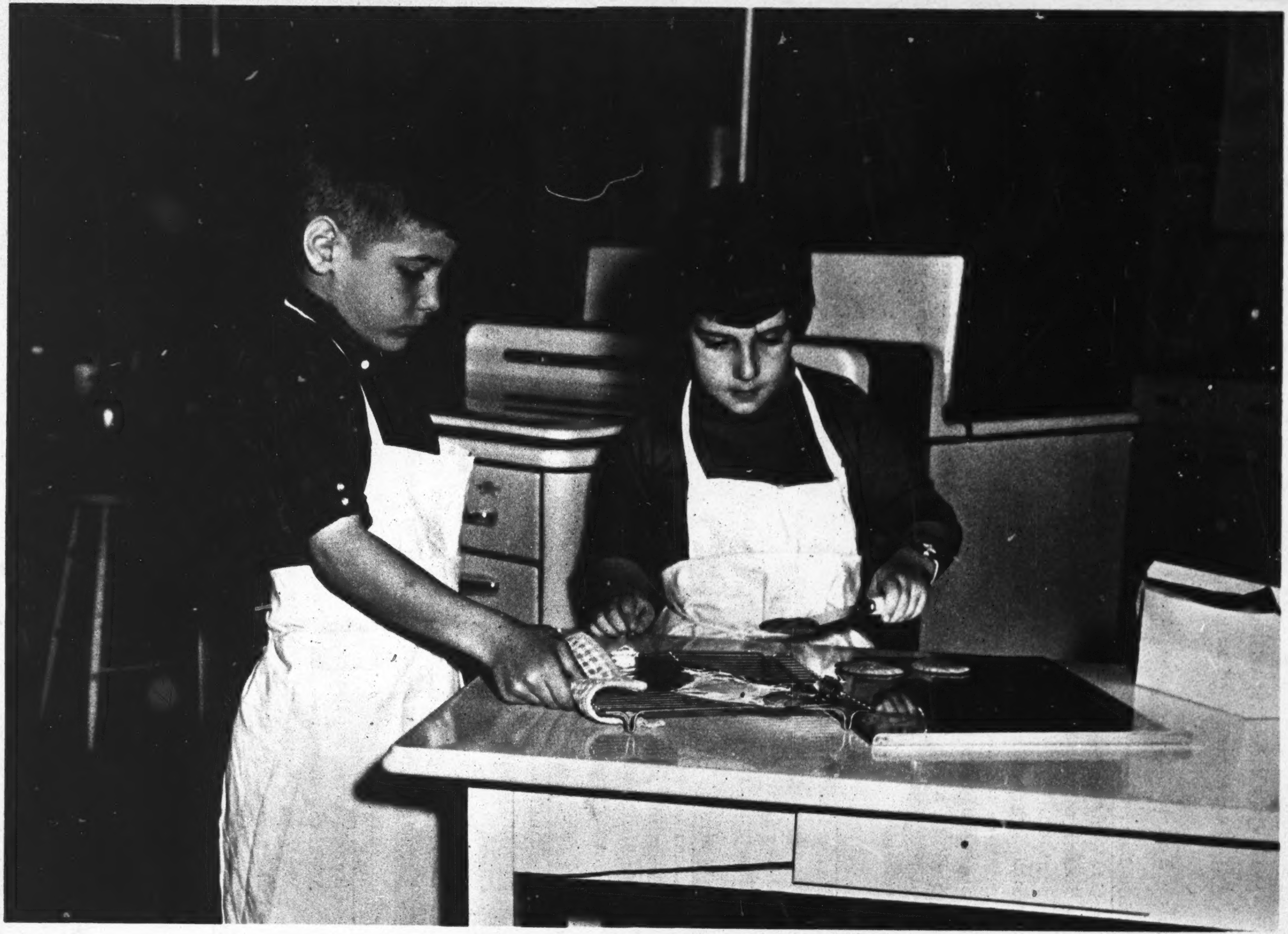
- Pudding made with milk is another way to use milk in our diet.
- Cooking starch makes it easier to digest.
- Cleanliness is important around food - clean hands, apron, work areas.
- A potholder and a wooden spoon will help to keep from burning fingers.
- Pan handles are turned toward back of stove to prevent accidents.
- Each food eaten should be part of a well-planned menu.

Language Arts:

- Reading the recipe.
- Meaning of words and directions.
- Writing poems and stories about the lesson.
- Doing research and oral reports on the food product and its ingredients.

Home and Family Life:

- Helping mother.
- Making something good to eat for the family.
- Developing an appreciation of what mother does for the family.
- Pride in a job well done.
- Group planning and group cooperation.



Making Cookies is Fun For the Cook and the Eater As They Learn Safety, Cleanliness, and Use of Equipment.

LEARNING ABOUT FRUITS CAN BE INCLUDED IN ALL ELEMENTARY GRADES

- Some suggested experiences for providing continuous learning -

Kindergarten:

Show pictures of fruits and discuss:
  - Where each fruit grows; when it is in season; where we buy it.
  - Ways to eat fruit - raw, cooked, cold, etc.
  - What fruit skins can we eat? Why?
  - Where should each fruit be kept?

Observe and feel fruit. Study the parts of the fruit.

Use fruit to practice counting.

Prepare and serve fruits:
  Snacks - cut up fruit and serve on tray for tasting
  Applesauce with cinnamon candy
  Fresh orange juice
  Frozen orange ice on sticks using canned juice and frozen in ice cube trays
  Orange and citrus marmalade for Mother's Day gift
  Orange pomander balls for a gift
  Apple Santa for Christmas party favor

Grade One:

Show pictures of how different fruits grow.

Take a trip to an orchard at different seasons of year to see how fruit grows, is picked, is packed.

Note color and size of ripe and unripe fruit as well as different varieties of the fruit.

Show pictures of fruits with names beneath the pictures. Learn to read and print the names.

Use fruit to count by 2's and 3's, practice addition and subtraction, meaning of one dozen and one-half dozen.

Have a store in school to sell fruits for snacks.

Show pictures of ways to use fruits for breakfast:
  Orange - raw, juice, egg nog, marmalade, fruit cup
  Banana - raw, on cereal, milk shake, fruit cup
  Apple - raw, sauce, juice, fruit cup

Plan and prepare a Mother's Day breakfast party using fruit as suggested above.

Grade Two:

Show pictures of foods needed by body. Note the fruits needed.

Visit supermarket to see fruit delivered, stored, and sold. Purchase some fruit for snacks or luncheon project.

Sample fruits that have been processed for preservation - canned, frozen, dried, cooked, stored in natural state.

Grade Two:
Cont'd

Read about lands, people, and growing conditions of fruit.
Learn division by cutting fruit in half, thirds, fourths.
Plan and prepare luncheon menu using fruit.
Plan and prepare a holiday luncheon and invite the community helpers - schoolbus driver, school policeman, etc.
Prepare and serve dishes made with fruits:
- Fresh fruit cup
- Easter eggs made from fruit jello and molded in egg shells
- Banana and peanut butter sandwiches
- Banana milk shake
- Applesauce whip
- Apple Brown Betty
- Vanilla and fruit cup pudding
- Orange cookies
- Orange ice

Grade Three:

Learn about fruits that grow on bushes.
Show pictures of the citrus family of fruits and discuss how they are alike and how they differ.
Learn more about fruits growing in their part of the country.
Write and read reports about the history and development of fruits.
Discuss how fruits are used in the different meals.
Plan a holiday tasting party - prepare and serve different desserts and beverages using fruits.

Grade Four:

Learn about fruits that grow in the Tropics and the Desert.
Read about and discuss fruits found along the sea coast and in the New England area of the United States. (Ex. cranberries, blueberries, blackberries, strawberries, grapes, apples, beach plums, nuts.)
Make a Colonial Times Cookbook of foods, especially fruits, native to that region of New England studies. Some of the dishes might be prepared and served at a tasting party. (Cranberry relish; New England applesauce cake; Huckleberry tarts; Beach Plum jam).
Study weights and measures; cost of fruits used in recipes; thermometers and timers used in cooking fruits.
Do a Colonial Thanksgiving holiday project. Make cranberry relish to take home for the family dinner. Discuss the Pilgrims' Thanksgiving dinner and compare with ours today.

Grade Five: Read and discuss digestion of food in our body. Consider how fruits help the body.

Read about and discuss fruits found in our newest state of Hawaii - pineapple, bananas, melons, papayas, coconuts, avacados.

Compare growing conditions of fruits in Hawaii to the other states.

Have a Hawaiian Wikiwiki Luau in which fruits are the main food.

Grade Six: Make a study of the people of the world and discuss the fruits native to each country. Compare the growing conditions to other states and countries that have been studied before.

Write reports on people, customs, food, clothing, and living conditions in these countries. Tell how fruits are important to them as food. Are there other uses for these fruits and the plants on which they grow?

Have a United Nations tasting party complete with decorations, costumes, and entertainment. Invite guests. Foods might include:

Brazil nuts dipped in chocolate
Congo - banana cream pudding or tarts
Congo tropical pineapple gingerbread squares
Arabia - raisin date sticks
Norway - fruit cup

Adapted from a project prepared by Mrs. Mabel Deaney of North Caldwell, New Jersey; a home economics teacher at Pequonnock Valley School, Pompton Plains, New Jersey.

SCOPE AND SEQUENCE OF HOMEMAKING CONCEPTS IN THE ELEMENTARY SCHOOLS

Classified by Areas

FOOD

I. Eating for health
  - Why eat
  - Composition of food
  - Foods needed

II. Getting our food
  - Source
  - Production
  - People who help
  - Marketing

III. Protecting our food
  - Cleanliness
  - Regulations
  - Food preservation

IV. Preparing and enjoying food
  - Meal planning
  - Preparing - recipes, skills, equipment, safety
  - Variety
  - Table setting, etiquette
  - School lunch

V. Learning about the history of food

CLOTHING

I. Dressing for health and appearance
  - Occasions, weather, health appearance

II. Getting our clothing
  - Source
  - Production - cloth, clothing
  - People who help
  - Marketing

III. Caring for our clothing and our
  - Appearance
  - Cleanliness
  - Care of body, posture, cosmetics
  - Care of clothing

IV. Sewing for fun
  - Tools and equipment
  - Gifts, needlework

V. Learning about the history of food

FAMILY LIFE

I. Learning about people
  - Basic needs
  - How people differ
  - Emotional growth

II. Living in a family
  - Appreciation of roles
  - Relationships
  - Responsibilities
  - Fun

III. Living in a community
  - People
  - Services
  - Responsibilities
  - Fun

IV. Learning about the history of family life

HOUSING

I. Living in homes
  - Purpose of homes
  - Types of housing
  - Housing condition
  - Home life

II. Getting and furnishing our homes
  - Building and furnishings
  - People who help us
  - Materials, appliances, heating, etc.

III. Caring for our homes
  - Machines and equipment
  - Safety
  - Skills
  - Finances - money, spending, etc.

IV. Having fun in the home

V. Learning about the history of housing

Working Together in Food Preparation Boys and Girls Learn to Share in Homemaking Tasks.

Sugar Cookies
½ cup butter
1 .. sugar
½ tsp. salt
1 egg
½ tsp vanilla
2 cups
1½ tsp baking powder

A Cooking Lesson Uses Learnings From Other Areas - Mathematics, Reading, Social Studies (Source of Food), Language Arts.

FOOD EXPERIENCES IN HOMEMAKING

It is important that the children in the elementary grades enjoy the study of foods and nutrition since this is the period when food habits and mental attitudes towards foods are being established. Their future as alert and healthy adults will depend upon what they learn now. It is much easier to help them acquire the right habits and attitudes in the elementary grades than to wait until they are in the secondary schools and then try to correct their poor habits.

At the beginning the teacher should choose experiences that will help the child to learn that food influences growth. Then he can learn that different foods do different things for him. After he is convinced, his natural interest will encourage him to choose the foods that will help him to reach his growth goal. Thus it is that homemaking and classroom teachers should have the following purposes for foods and nutrition teaching in the elementary schools:

- to develop favorable attitudes toward a variety of foods that are essential for growth and good health.
- to establish desirable habits of food selection
- to develop acceptable practices in the handling of food
- to develop the ability to plan, prepare, and serve simple meals.

In the primary grades the teachers might choose to use a theme for their teaching such as "Getting acquainted with a variety of good foods". They could center their food experiences around home life situations as they strive to develop favorable attitudes and establish good food habits. In the upper grades, as the children become more "why and how" conscious, the teachers could emphasize the effects of different foods on growth and well-being while striving to strenghten the good eating habits which were started in the lower grades. They could include scientific experiments on the composition of food and its chemical properties; the basic food groups as a guide to eating the foods needed by the body; the general functions of foods; the knowledge of foods and food products of other countries and their influence on our eating habits.

The most successful food experiences are those where:

- Learning experiences are integrated with the regular classroom program.
- Foods are taken into the classroom so that children are able to see, prepare, and taste them.
- Lessons are planned with emphasis on simple directions, sanitation, and safety measures.
- The teachers can use the cafeteria, mid-morning snack time, and class parties as occasions for the children to practice nutrition learnings.
- Advantage is taken of a variety of learning experiences to stimulate interest - field trips, tasting parties, animal experiments, refreshments for parties, simple science experiments, meal planning and serving, etc.
- Learning experiences are so well understood by the children that they are able to explain them to their parents. Thus it becomes possible for the school and home to work together to acomplish the objectives of good nutrition education.

BASIC CONCEPTS IN FOODS AND NUTRITION

I. General concepts to be developed

- A. Nutrition is the science of how the body is nourished.
- B. Nutritionists do research to find new and better ways to feed people.
- C. Nutrition can affect a person's growth and development, his looks, his actions, and his work.
- D. Good nutrition is attained by selecting, handling, and using foods in such a manner as to provide the nutrients in amounts needed by the body.
- E. A good diet is based on an understanding of how the body uses food.
- F. Good nutrition involves the ability to discriminate between fact and fallacy in regard to the use of food as well as the wise and economical purchase and use of foods.
- G. Good nutrition involves the wise distribution of foods among meals and snacks.
- H. Good attitudes toward foods are essential to the establishment of good food habits.
- I. Each person should be responsible for his own nutrition.
- J. Some products have no place in the diet.
- K. Man uses plants and animals for food.
- L. Custom and environment influence what man eats.
- M. New inventions, transportation, and methods have influenced the variety of foods available as well as the price of food.
- N. Food tastes good when prepared by a variety of methods.
- O. Table etiquette influences how the body uses and enjoys food.
- P. Preparing and eating food can be a source of pleasure in home and family life.
- Q. An understanding of basic scientific principles can contribute to the ease and success of food preparation.
- R. Food has played an important role in the history of the world.
- S.

II. Kindergarten - basic concepts to be developed.

- A. The human body needs food to build strong bodies.
- B. People need to eat a good breakfast, lunch, and dinner everyday.
- C. Fruits, vegetables, cereals, and milk make good breakfast and snack foods.
- D. Children need to eat the food their parents select and prepare for them.
- E. Animals need good food.
- F. Plants and animals supply man with food.
- G. Different foods are available at different seasons of the year.
- H. Cleanliness is important around food.
- I. Machines and tools make the preparation of food easier.
- J. Following directions and working carefully help people to prevent accidents in the kitchen.
- K. Many people help to prepare food.
- L. Eating is fun when good manners are used.
- M.

III. First Grade - basic concepts to be developed

A. Include those concepts from previous grade.
B. Children should be responsible for eating the right food.
C. Good snacks are low in sugar.
D. Fruits, vegetables, cereals, milk, and meat or eggs should be eaten every day.
E. Food comes from stores, farms, or places far away.
F. People wash their hands before eating or handling food.
G. Food may be stored in the refrigerator or covered to keep from spoiling.
H. Sometimes it is necessary to work in a group and share the jobs when preparing food.
I. Children can prepare their own breakfast in the morning.
J. Some foods may be eaten raw or cooked.
K. Some people eat food in the cafeteria.
L. People prepare foods differently at different seasons of the year.
M. Food should never be wasted.
N. Many sounds can be heard in the kitchen.
O.

IV. Second Grade - basic concepts to be developed

A. Include those concepts from previous grades.
B. The body changes food so that it can be used to make bones and teeth and to supply energy.
C. The body should have rest after meals.
D. Children try to avoid eating too many sweets or drinking tea and coffee.
E. People need to eat more fruits and drink more liquids when they are ill.
F. People eat foods that come from different parts of the plants.
G. Transportation makes it possible for people in different parts of the country to get a variety of foods.
H. Food is stored so it is available in different seasons of the year.
I. Germs may be present on the hands or in the dirt on food and should be washed away first.
J. Some foods dissolve and heat faster than others.
K. Recipes are used to tell what quantity of ingredients is needed and what method to follow in making a food product.
L.

V. Third Grade - basic concepts to be developed

A. Include those concepts from previous grades.
B. People must have the proper kinds of food to live and keep healthy.
C. Many different kinds of workers are needed to provide food for everyone.

- D. New inventions have improved ways of growing, preparing, and distributing foods.
- E. Modern transportation plays an important part in carrying food from point of origin to consumer.
- F. Greater variety of food is available at all times because of transportation and new methods of packing and preserving.
- G. Heat changes food in many ways.
- H. Good table manners make mealtime pleasant.
- I.

VI. Fourth Grade - basic concepts to be developed

- A. Include those concepts from previous grades.
- B. Proper balance of food is necessary to supply body needs for energy, growth, repair, and elimination of waste material.
- C. The digestive system changes food so it can be used by the body.
- D. Eating habits are improved by eliminating food prejudices.
- E. People eat differently in different parts of the United States and the world.
- F. Custom and environment influence what people eat.
- G. People in different countries use different kinds of plants and animals for food.
- H. Food prices vary at different seasons of the year or under different conditions.
- I. Bacteria may be helpful or harmful.
- J. Proper care of food is necessary to prevent spoiling.
- K. Most communities provide safeguards for food and water supplies.
- L. Conservation of food is necessary if people are to be well fed and food costs kept down.
- M. People in the United States and other countries have different ways of preparing, serving, and eating food.
- N. Chemical and physical changes are taking place at all times with foods.
- O. Good table manners create a pleasant mealtime atmosphere. They also aid digestion.
- P. Many of the recipes now used in this country were brought here by people from other lands.
- Q.

VII. Fifth Grade - basic concepts to be developed

- A. Include those concepts from previous grades.
- B. There are six classes of food. Each class meets certain body needs and is digested in its own way.
- C. Food is changed physically and chemically in the breakdown in the body.

D. Meal planning means including foods that meet the needs of the body.
E. A knowledge of basic food groups and mealtime patterns is useful in the daily selection of food.
F. Good eating habits aid digestion. They must be practiced everyday.
G. Disease germs can be spread by people or through food and water.
H. Local health departments test milk, water, food, and inspect buildings.
I. Evaporating all or some of water from liquid is a method of preventing for a long time the spoiling of liquid food.
J. In the past people had to rely on foods grown locally.
K. The need for new and better foods influenced the discovery of new countries.
L.

VIII. Sixth Grade - basic concepts to be developed

A. Include those concepts from previous grades.
B. A good diet is based on an understanding of how the body uses food.
C. The body uses calcium, fats, proteins, minerals, vitamins, and water in certain amounts and specific ways as food for body building, heat, and energy.
D. The digestive system is the route of the food through the body.
E. A chemical change within the body releases the heat and energy.
F. Poor health habits are morelikely to be responsible than glands for fatigue, overweight, or underweight in children.
G. Food choices should be based on value, not on fads.
H. Properly planned outdoor or party meals can be healthful as well as fun.
I. Maintaining good health and preventing the spread of disease are an individual responsibility.
J. Coffee and tea are stimulants which interfer with good eating, have no food value, and do not belong in a child's diet.
K. Disease germs may enter body in air we breathe, from food and drink, or breaks in the skin.
L. Bacteria and molds may be helpful or harmful.
M. Some food mixtures will separate if allowed to stand.
N. In future years the body will continue to need the same food nutrients, but the types of food, their sources, and methods of preparation will be different.
O. Through the study of food and nutrition people are better able to understand and appreciate each other.
P. The people of the United States have a responsibility for helping to improve the nutrition of the people in other parts of the world.
Q.

CLOTHING EXPERIENCES IN HOMEMAKING

Clothing experiences for elementary children are planned to teach concepts about the clothing people wear, their personal appearance, and the use of sewing and needlework skills as a source of pleasure. At no time should teachers stress the mastery of sewing skills. The development and appreciation of good habits is more important.

Children enter school in the primary years proud of their personal appearance and the fact that they can dress themselves. They like to choose the clothes they wear even though they still need adult supervision. As they grow older, they lose this interest and become careless. Consequently, when they reach fifth and sixth grades they need help with posture, cleanliness, skin, and choosing clothing combinations appropriate for different occasions. They need to be convinced of the importance of good personal appearance. To be successful this must be done through improving peer standards rather than by enforcing adult standards. As they become careful about money, they can be helped to recognize the relationship between money and the care of clothing and personal appearance and thus renew their early interest.

Elementary children learn about sewing skills and equipment as the need arises. They get to know them as "helpers" in caring for their clothing, making gifts for others, and bringing beauty to the home. In this way they develop a desire to learn more and are willing to give the careful attention and practice that is important to the development of any skill. As to what skills and equipment are taught, this should be determined by the muscle development and attention span of the children involved. Young children have short attention spans; large muscles develop before small. Thus, for the young child, we would choose simple projects that can be completed quickly. He can use large needles and do large stitches, usually the running type. By the time he reaches third grade, he is ready and interested in learning to use the sewing machine.

Finer stitchery, more complicated sewing projects, knitting, weaving, and embroidering are done in the upper elementary grades when children have better muscle coordination and their eyes are ready for close work.

BASIC CONCEPTS IN CLOTHING

I. General concepts to be developed

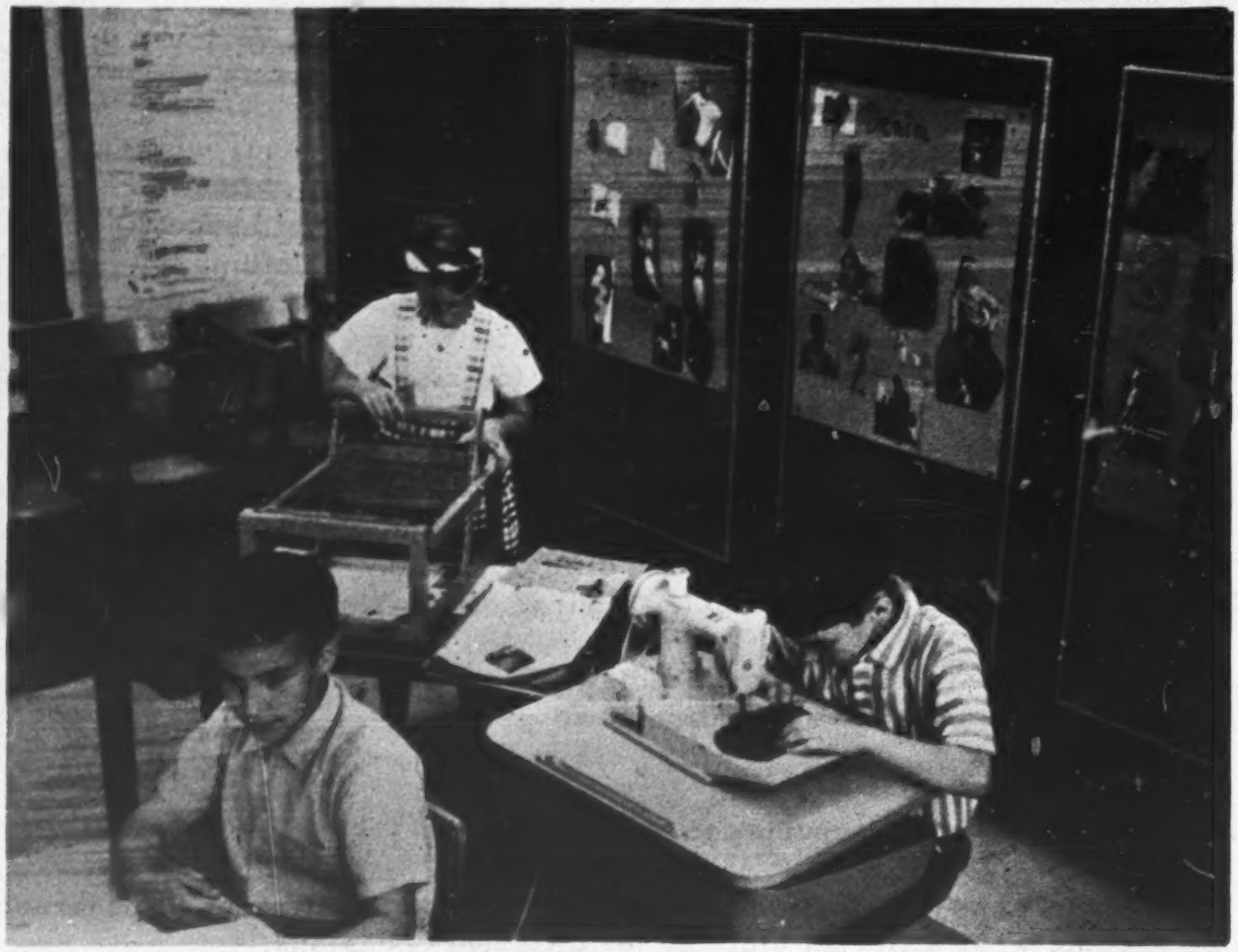
A. The clothing people wear depends upon the environment, what is available, what is appropriate, and custom or tradition.
B. New inventions, transportation, and methods have influenced the variety of clothing available as well as the cost of clothing.
C. Cleanliness and appearance contribute to good health, attractiveness, comfort, and success in life.
D. Each individual should be responsible for his personal appearance and for the care of his clothing.
E. An understanding of basic scientific principles can contribute to the wise selection and care of clothing.
F. Clothing is made from animal, plant, and synthetic fibers which have different properties and require different care.
G. Sewing and needlework can be a source of pleasure in home and family life.
H. The history of clothing and needlework can contribute to a better understanding and appreciation of all people.
I.

II. Kindergarten - basic concepts to be developed

A. People wear clothing for protection and for more attractive appearance.
B. People wear different clothing for different occasions.
C. Mother makes or buys clothing.
D. People try to protect their clothing when working or playing.
E. It is important to wash the body, brush teeth and hair everyday.
F. Sewing is fun when a person knows how.
G. Sewing tools, when used properly, can make sewing easier.
H.

III. First Grade - basic concepts to be developed

A. Include those concepts from previous grade.
B. Cleanliness improves health and appearance.
C. Children may help at home by hanging up clothing properly.
D. Wearing wet clothing may make a person ill.
E. Plants and animals give wool and cotton for clothing.
F. Some machines are used in cutting cloth and in sewing.
G. People who know how to sew can make gifts for other people.
H.



Children Appreciate and Care for Their Clothing Because They See the Work That Has Gone into Providing it.

IV. Second Grade - basic concepts to be developed

A. Include those concepts from previous grades.
B. People look well and feel well when they are clean and well dressed.
C. Using an individual towel, comb, and brush is a good habit.
D. A mirror is a good grooming aid.
E. Many machines help man to make animal or plant fibers into clothing.
F. Transportation makes it possible to get a variety of clothing.
G. People get clothing by making it, buying it at the store, or as gifts.
H. Needlework can make a good hobby.
I. People in the past used to make their own cloth and clothing.
J.

V. Third Grade - basic concepts to be developed

A. Include those concepts from previous grades.
B. Clothing helps to keep the body's heat from escaping.
C. Many different kinds of workers cooperate to provide clothing and thereby contribute to our health, attractiveness, and comfort.
D. Cloth is made from animal, plant, and synthetic fibers which are first made into thread.
E. People have used science to find out how to make better cloth.
F. Machine and transportation make it possible to get a greater variety of clothing.
G. Long ago people used to sew by hand and wear what they could spin or weave for themselves.
H.

VI. Fourth Grade - basic concepts to be developed

A. Include those concepts from previous grades.
B. Cleanliness and a neat appearance do much to make people feel better, to make a good impression on others, and to be successful on a job.
C. Children should be responsible for the care of their own clothing.
D. Dark clothing becomes warmer in sunlight than does light colored clothing.
E. The clothing people wear depend upon climate of the country and what is available.
F. Clothing should be suitable to the occasion.
G. People dress differently in different parts of the United States and the world.
H. Methods of making clothing are improved from time to time. Spinning wheels and hand looms have been replaced by spinning and weaving machines.

I. Sewing clothing and making gifts can be a source of pleasure in home and family living.

J.

VII. Fifth Grade - basic concepts to be developed

- **A.** Include those concepts from previous grades.
- **B.** Posture is influenced by clothing.
- **C.** In the past the raw materials that were available in the United States would determine the clothing that people wore.
- **D.** People today appreciate clothing more when they understand what and how clothing was made years ago.
- **E.** Many people use cloth and thread to satisfy their creative interests.
- **F.**

VIII. Sixth Grade - basic concepts to be developed

- **A.** Include those concepts from previous grades.
- **B.** Being neat, clean, and wearing becoming clothing do much for personal appearance.
- **C.** It takes care to keep clothing looking the way people like to have it.
- **D.** An understanding of basic scientfic principles can contribute to the wise selection and care of clothing.
- **E.** Different fibers have different properties and require different care.
- **F.** The ability to sew can be a useful skill for home and family life.
- **G.** Infuture years people will use many different fibers for cloth and many different methods for making clothing.
- **H.** The study of clothing and needlework can help people to better understand and appreciate each other.
- **I.** The people of the United States have a responsibility for conserving clothing and for helping to improve the clothing of the people in other parts of the world.
- **J.**

FAMILY LIFE EXPERIENCES IN HOMEMAKING

Education for family life should be a part of the whole curriculum. It should be a gradual and continuous preparation for the oncoming physical, emotional, and social changes. It is concerned with the development of favorable attitudes toward good human relationships.

The homemaking experiences in family life can be divided into those dealing with:

- the individual as a person
- his life as a family member
- his life in the community and the world
- his learning how people lived and are living today

This section includes fewer learnings experiences than do those in the other areas of homemaking. It is not because this area is considered less important. Rather, it is because most of the experiences listed under clothing, foods, and housing sections also make a contribution to home and family living since few experiences take place which do not involve human relationships. Also because family living is the basis of the social studies and health curriculums in the elementary schools, the classroom teacher is prepared to make this area an important part of her teaching.

By Grinding Corn as the Early Indians did,
Children Can Appreciate Better Their Life Today.

BASIC CONCEPTS IN FAMILY LIFE

I. General concepts to be developed

- A. The family is important to the continued development of our country.
- B. A family is composed of different members who contribute to the needs, comfort, and pleasure of all.
- C. The home is the center of family life.
- D. Each individual should have a wholesome pride in his home and his family.
- E. Each individual shares the responsibility for improving and increasing the satisfactions of family life.
- F. A community is composed of a group of people who live in the same place under similar conditions and are dependent upon each other for satisfying basic needs.
- G. Every individual is a member of several communities -- the local, the nation, and the world.
- H. A family, a community, and a nation become stronger when individuals understand, appreciate, and help each other.
- I. The life of a community is enriched by the contributions of people from other countries who come to live in America.
- J. People are alike and different in many ways. How people are alike is more important than how they differ.
- K. All people experience problems and have emotions. How they handle them is important.
- L. Each individual needs to recognize and acquire the qualities that attract and keep friends.
- M. Each individual should be resourceful and have creative interests so that he can live independently when necessary.
- N.

II. Kindergarten - basic concepts to be developed

- A. All people need food, clothing, shelter.
- B. A family is made of different members.
- C. Families live in homes.
- D. Many families live in a community.
- E. Family members help one another.
- F. Parents do things for their children.
- G. People are happier when they are polite and share their possessions.
- H.

III. First Grade - basic concepts to be developed

- A. Include those concepts from previous grade.

B. Home is the center of family life.
C. Families are alike and different in many ways.
D. Each family member has an important role to play in his family.
E. People are alike and different in many ways.
F. People can learn to control their feelings of fear, anger, and disappointment.
G. People are happier when they belong to a group.
H. People are happier when they have friends.
I. People enjoy and benefit from relaxing activities.
J. Many people help to make life successful.
K.

IV. Second Grade - basic concepts to be developed

A. Include those concepts from previous grades.
B. People are happy when they have families, homes, and friends.
C. Family members accept and share family responsibilities and privileges.
D. Meeting new experiences with courage and learning to overcome fear can bring new friends and fun.
E. Children should talk over their problems with their parents.
F. Many people in a community help to provide services for the family.
G. People in a community work together as do people in a family. They obey its rules, help to make it attractive, and are considerate to each other.
H. The people in the country and in the city depend upon each other for goods and services.
I.

V. Third Grade - basic concepts to be developed

A. Include those concepts from previous grades.
B. Children inherit some body characteristics from their parents.
C. People of a community help one another to satisfy basic needs.
D. Sharing with others and taking turns help people to get along better.
E. Many types of workers are needed in a community to contribute to welfare and happiness of people.
F. Long ago people had to depend upon what was raised and made in their own community to satisfy their needs.
G.

VI. Fourth Grade - basic concepts to be developed

A. Include those concepts from previous grades.

B. Work and good times are shared in the family.
C. How a person feels often influences how he acts.
D. People are alike in many ways but different in others.
E. Members of a group are friendly and cooperative.
F. Community members and workers help to make the community a safe, healthy, and pleasant place in which to live.
G. People live, work, and play differently in different parts of the world.
H. People from many lands have come to live and work in America.
I. People from other lands have enriched the life of our community with their family life customs, fine foods, and handicraft skills.
J.

VII. Fifth Grade - basic concepts to be developed

A. Include those concepts from previous grades.
B. The differences in people make life more interesting.
C. Persons in the same family often resemble each other.
D. Worries and fears are easier to handle if understood.
E. Attitudes and feelings make a difference in how new experiences and ideas are met.
F. Friendships result from people being interested in others, sharing possessions and interests, and being courteous.
G. People get along better with each other when they understand and appreciate why they live as they do.
H. People need to work and trade with each other in order to make life easier and to provide better things for all people.
I.

VIII. Sixth Grade - basic concepts to be developed

A. Include those concepts from previous grades.
B. All people experience problems and feelings of fear, anger and jealousy. How they handle them is important.
C. Discussing problems with understanding adults often helps.
D. Good feelings help people toward good health.
E. People learn to enjoy new experiences by doing them.
F. Actions have much to do with the way people feel about each other.
G. Many people are needed to advance good physical and mental health in the community.
H. The people of the world will be better friends and neighbors when they understand and appreciate what others have to offer.
I. The people of the world will be stronger when they learn how to live and work together.
J. How people live is influenced by where they live, their heritage, and the amount of freedom given them.
K.

HOUSING EXPERIENCES IN HOMEMAKING

From the time the child is able to walk, he is eager to help Mommy and to do things "just like Mommy and Daddy". His first toys include kitchen pots and pans and his play consists of "playing house" as he imitates adult activities. The wise teacher and parent capitalize on this interest to develop favorable attitudes and appreciations towards the home and homemaking. They help the child to acquire the skills which aid in the care and management of a home.

The child in theprimary grades likes to help at home, run errands, go shopping; he begins to understand the purpose of money, wants an allowance, and may save for bigger items; he has many personal collections since he is at the age of collecting and trading. His biggest probelm is how to store and care for these personal possessions.

The child in the intermediate grades changes rapidly in regard to his interest in his home. In the fourth grade he is very dependable and responsible in caring for his possessions and in helping at home. The following year he becomes very careless - he wants things nice but doesn't want to share the responsibility of caring for them. Here is the time to introduce new methods and appliances to stimulate interest in doing more at home and in making work easier and faster.

Children Can Practice Family Roles in the Play Center.

BASIC CONCEPTS IN HOUSING

I. General concepts to be developed

- A. The home is the center of family life.
- B. The responsibilities and privileges of home life should be shared by all family members.
- C. Each individual shares the responsibility for improving the satisfactions and safety of home life.
- D. Housing needs are determined by the environment in which people live as well as the individual family needs.
- E. People everywhere have homes that give them shelter, but the types and furnishings differ.
- F. Good housing is important to good health.
- G. New inventions, transportation, and methods have influenced home building, furnishing, and management.
- H. The furnishing and care of a home can provide an opportunity to use creative abilities.
- I. Machines in the home increase man's productivity and make difficult tasks easier.
- J. The ability to spend, save, and invest money wisely is important to the family member.
- K. An understanding of basic scientific principles can contribute to the ease and efficiency of home management.
- L. Housing has played an important role in the history of the world.
- M.

II. Kindergarten - basic concepts to be developed

- A. Families live in homes.
- B. Homes offer protection and a place to store possessions.
- C. There are many ways for children to help at home.
- D. Holidays are times when families have fun.
- E.

III. First Grade - basic concepts to be developed

- A. Include those from previous grades.
- B. Homes are places where people can have fun together.
- C. People live in many different kinds of houses.
- D. Different kinds of homes suit the needs of different families.
- E. Plants and flowers make pretty decorations for homes.
- F. Family members share the responsibility for keeping things neat and clean in their home.

G. There are many machines in homes which help to make work easier.
H. Many things in the home make sounds.
I. People try to avoid accidents by being careful when they work and play.
J. People should be thrifty and spend money wisely.
K. There are many different kinds of stores.
L.

IV. Second Grade - basic concepts to be developed

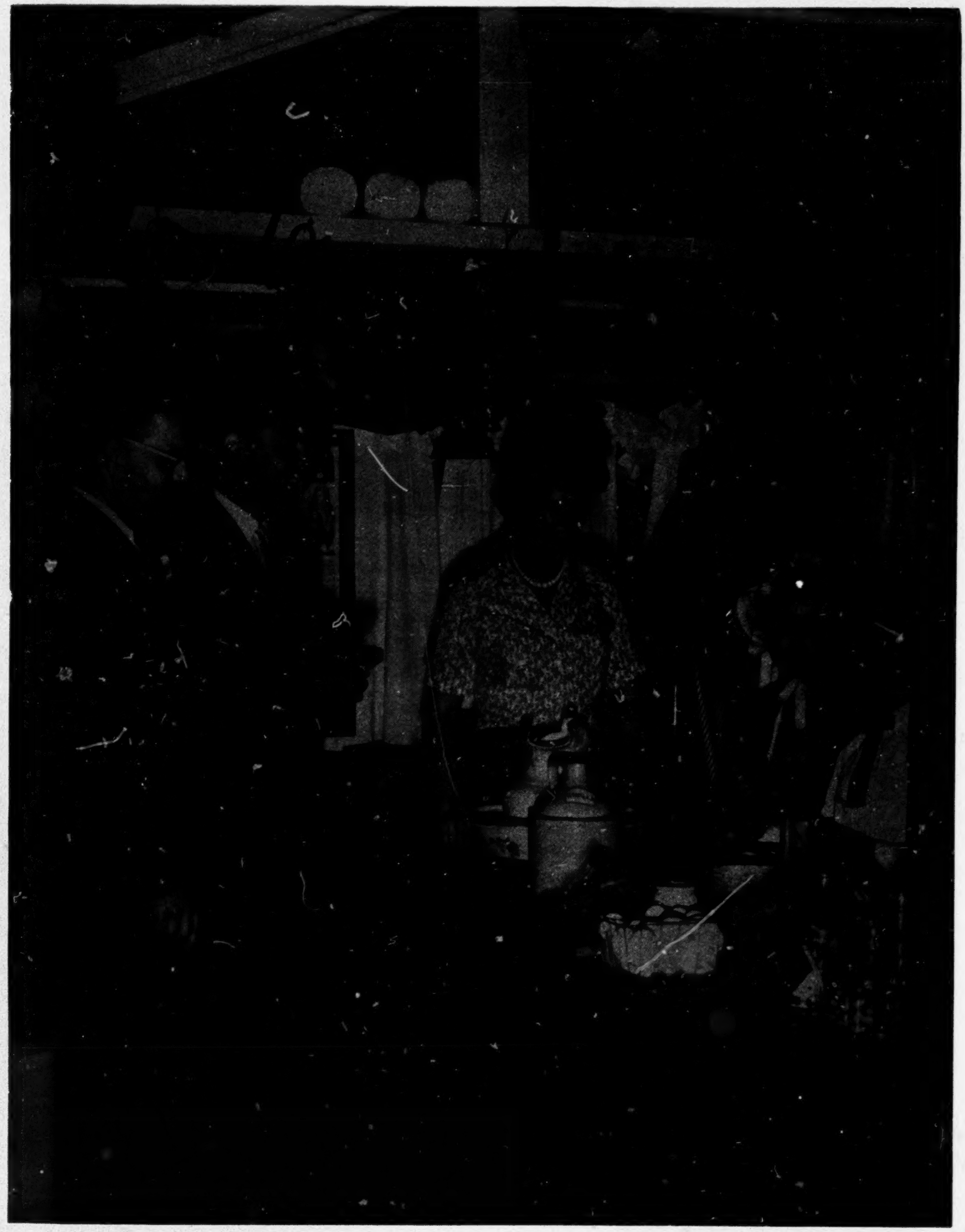
A. Include those concepts from previous grades.
B. Many materials are used to build houses.
C. Transportation makes it possible to have a variety of building materials and furnishings.
D. Many workers help to provide homes.
E. Machines help to do work around the home. Some machines are run by electricity.
F. People must know and obey safety rules to prevent accidents.
G. People work together to improve their homes.
H. People enjoy entertaining their friends in their homes.
I. People like to share their toys and experiences.
J. People should take care of and return things they have borrowed when they are through with them.
K.

V. Third Grade - basic concepts to be developed

A. Include those concepts from previous grades.
B. People are interested in good housing.
C. People depend on workers who are experienced to build houses.
D. Materials and types of homes are determined by climate, location, and cost.
E. House furnishings come from many parts of the world.
F. It is important to follow directions when using machines in the home.
G. People should learn to take responsibility for their own safety and that of others.
H. People should keep calm and get help if an accident happens.
I. It takes practice to learn to use money wisely.
J.

VI. Fourth Grade - basic concepts to be developed

A. Include those concepts from previous grades.
B. People everywhere have homes that give them shelter, but in some parts of the world the homes are very different from ours in the United States.



Home and Family of 100 Years Ago is Reflected in the "General Store " Created by 5th Grade Children and Enjoyed by the Principal, Teacher, and Town Mayor.

C. Homes in our country are built in many different places and with many kinds of materials.
D. People live differently in different parts of the world.
E. Safety becomes a habit through practice.
F. People have found ways to make work easier by using machines and getting rid of friction.
G. Some people in the world have machines to help them at home and some don't.
H. Allowances are best spent when budgeted in advance.
I.

VII. Fifth Grade - basic concepts to be developed

A. Include those concepts from previous grades.
B. Safety rules should be remembered and applied.
C. Machines in the home increase man's productivity and make difficult tasks easier.
D. Man uses the science principles concerning heat in many different ways in the home.
E. The community is interested in the housing conditions of its citizens.
F. In the past home building and home chores were a vital part of everyday life. They were made the occasion of social gatherings. Fun and work went together.
G. In the past people had to use the raw materials available for heating, lighting, and furnishing the home.
H. In times of trouble the home becomes more important to the family.
I. A regular saving program is the best way to achieve a financial goal.
J.

VIII. Sixth Grade - basic concepts to be developed

A. Include those concepts from previous grades.
B. Safe homes make a safe community. Safety requires the cooperation of every person. Special occasions require special safety cautions.
C. New kinds of lighting and heating devices improve the conditions under which we live.
D. Electricity runs many of the machines in our home.
E. Through the study of housing, people are better able to understand and appreciate each other.
F. Home building and furnishings are an indication of changing world conditions.
G. Many skills are necessary for efficient management of the home.
H. People use money for different reasons in different countries.
I. An understanding of scientific principles can contribute to the wise selection and care of the home and its furnishings.
J. The people of the United States have a responsibility for helping to improve the housing conditions of the people in other parts of the world.
K.

SCOPE AND SEQUENCE OF THE HOMEMAKING PROGRAM BY GRADES

The following section has been planned to give the teacher help with choosing the homemaking learnings and experiences most appropriate for her grade level. Also included are suggestions as to how these learnings might be used to correlate with and enrich the teaching of the basic curriculum that she has developed for her pupils. The suggested resources are but a few of the great variety available to increase the effectiveness of her teaching.

At the end of each listing of basic understandings is placed an extra letter to show that more understandings are possible. The suggested experiences as listed, should provide the teacher with a variety of learnings from which to choose. In one situation it might be possible to teach all the desired basic understandings using one learning experience; another time it might require several experiences to teach one basic understanding. The important thing is that the teacher choose carefully the learning experience that will best meet her requirements. At no time should she do an experience just to do something.

Although this section has been planned using the "Grade system of organization", the teacher will not want to limit her choice of understandings, experiences, and resources to her grade level. Rather she will consider this a guide to levels of difficulties and progression of learnings and so choose from whatever grade level listing is most appropriate for the needs and abilities of her pupils.

For easy reference the homemaking experiences have been grouped under foods, clothing, family life and housing for each grade level.

FOOD EXPERIENCES IN HOMEMAKING

KINDERGARTEN

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
I. EATING FOR HEALTH			
A. We need food to grow, to keep well and strong, and to satisfy hunger. B. We need to eat fruits, vegetables, cereals, and milk everyday. C. We like to eat the foods that our parents select and prepare for us. D. We need to eat a good breakfast every morning. E. We eat food at breakfast, lunch, dinner, snacktime, and parties. F. Our animal friends need to eat the right food. G.	--Have each child bring in his baby pictures to show how he has grown. Discuss the foods that helped them to grow. --Try on big brother's or sister's clothes. What will help him to get big enough to wear them? (Can also be done with mother's or dad's clothes). --Discuss what causes baby brother or sister to cry. What happens after he gets his bottle? What other foods does he eat? Why is it important for baby to eat the right food? Relate this to child's needs. --Collect pictures of foods and divide into fruits, vegetables, meats, cereals, milk, etc. Tasting parties might be held to acquaint children with unfamiliar or unpopular foods. --Plan and serve new raw foods in classroom. --Invite parents to tasting parties so that they are familiar with the foods the children are learning to eat and enjoy.	Arithmetic Count, measure, compare Health Body needs food to grow Good breakfast Science Animals need food Classify things	Class Pet Filmstrip "The Foods We Eat", - American Bakers Assoc. "Growing Up" — Encyclopaedia Britannica "Why Eat a Good Breakfast" — Encyclopaedia Britannica References Instructor, September 1961 Early Primary Activities on Breakfast

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
	--Use cut-out pictures of foods (or real foods) to show the set-up of a good breakfast, lunch, snack. --Prepare several varieties of hot cereal and let the children sample each one. --Let children try brown sugar, honey, cinnamon, sugar nuts, raisins, or fruit on cereal for variety and interest. --Prepare and serve a simple breakfast. --Display pictures of foods (or actual foods) that different animals like to eat. If class has a pet in the room, the children can observe what the animal eats and discuss the reason for its choices. The children might observe the animal experiments being conducted in the upper grades. Let the children discuss what and how they will feed their pets at home.		
II. GETTING OUR FOOD			
A. Animals give us meat, eggs, and milk. B. Plants give us fruits and vegetables.	--Take a trip to a produce market to see, smell, and touch a variety of fruits and vegetables. Note the unfamiliar ones. The children could purchase some of the unfamiliar fruits and vegetables. These could then be prepared and served in the classroom at a tasting party.	Arithmetic Compare things, prices Count Art Draw pictures of what they saw on trip	Field trips Bakery Farm Neighborhood market Filmstrips "The Food Store"-Encyclopaedia Britannica

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
C. We get different foods at different seasons of the year. D. We get our food from the store, the garden, or the farm. E.	--Take a trip to a market, a bakery, or a dairy to observe the food supply. Children might draw pictures of things they saw on the trip. --Children might make biscuits or small loaves of bread after a trip to the bakery. They might make egg salad, butter, or a milk drink after a trip to a farm or market.	Science Color Learn by use of senses Plants, animals Things change (foods spoil, change color)	Picture Collection: Animals-foods they give Plants-foods they give Fall fruits and vegetables Winter fruits and vegetables Summer fruits and vegetables Foods that grow in our gardens Foods that come from the farm Fruit and vegetable store References Grade Teacher, May 1961, This is Our Farm.
III. PROTECTING OUR FOOD			
A. We wash our hands before eating or handling food	--Demonstrate the proper method for washing hands before preparing or eating food.	Health Cleanliness	
B. We wash fruits and vegetables before using them.	--Demonstrate washing fruits and vegeatables before preparing and serving at class tasting party.	Science Water is a cleaning agent.	

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
C.	--Examine washed and unwashed fruits and vegetables under magnifying glass.	Science(con't) Use of magnifying glass--make small things bigger.	
IV. PREPARING AND ENJOYING OUR FOOD			
A. Working in the kitchen: 1. We wash our hands and wear an apron to protect our food and our clothes. 2. We follow directions carefully. 3. We use machines and tools to make food preparation easier. 4. We use our kitchen machines and tools carefully. 5. We prevent accidents by working carefully and wiping by spilled foods. 6.	--Have children wear aprons and wash their hands when they prepare foods. --Recipes and directions can be put on large paper for all to see and follow. Recipes can be done on primary typewriter and given to each child to take home. This will help the child to learn the purpose of a recipe as well as letting the parents know what is being done in class. --When children prepare food, attention should be given to the tools or machines that are being used. They should understand how they make work easier, the safety features, the sounds they make, etc. Ex.--Making applesauce: Divide apple in half with hands, then knife. Cook apples and put through food mill or strainer rather than paring first, then straining.	Arithmetic Copy numbers Count objects or ingredients Measure Health Cleanliness Safety Sharing Language Arts Follow directions Printed words tell a story Sequence in a recipe Science Electricity to run machines Thermometer	Exhibit of machines and tools they will use. Printed Recipes (Done on primary typewriter) Safety or work directions can be done as cartoons since all children can't read printed words. Set of aprons for class to wear when cooking.

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
		Science (con't) Tools and machines Sounds Water--cleaning	
B. Preparing foods: 1. Milk can be used for making good drinks and desserts. 2. Fruits, vegetables, cereals, and cheese make good snacks. 3. Fruit, cereal, bread, and milk are good foods for breakfast. 4. We use foods when they are in season. 5. Gifts of food are fun to make and to give. 6. At our parties we prepare and serve some of the good foods we have studied in school. 7.	--Prepare and serve a variety of milk drinks--flavored milk, egg nog, banana milk. --Prepare and serve different flavors of milk, puddings(instant pudding mixes make it possible to do lesson in the classroom). --Have a tasting party to try samples of new foods: dried fruits; fresh fruit--pineapple wedges and apple sandwiches; fresh vegetables, lettuce rolls, carrot sticks, carrot curls; whole wheat bread and butter sandwiches. --Have a cold or hot cereal tasting party. --Plan and prepare a breakfast that the child can get for himself--orange juice, cold cereal, and milk. --Prepare and serve a different healthful snack each day with the children's milk.	Arithmetic Copy numbers Count Measure Art Decorate cookies Make place mats Health Cleanliness Healthful snacks Safety Sharing Language Arts Follow directions Printed words Write stories about projects	Picture Collection Children working in the kitchen Foods for breakfast Foods for different holidays Food gifts Foods in season Healthful snacks References Grade Teacher, October 1957, "Experiences with a Pumpkin" Grade Teacher, May 1960, "We Made a Ginderbread House" Grade Teacher, March 1961, "Run, Run As Fast As You Can" (ginger-bread men) Instructor, Oct. 1961, "Cooking Capers"

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
	--Use the class pumpkin to make pumpkin pudding and roast pumpkin seeds. --Make grapes into juice for children to taste or else into jelly for sampling (at snack time) or to take home as a gift. Apples can be made into applesauce for snack sampling. --A quick sugar dough is good for cookies. Give children small balls of dough which they can shape into faces or figures and then decorate. These cookies can be served for class parties, made for gifts, or used to hang on the Christmas tree. --Vanilla cooky dough can be purchased and used for shaping and decorating. --Choose cooking projects according to season of year: ex., Halloween -- orange jello, orange junket, pumpkin pudding, and roasted pumpkin seeds, popcorn balls; Thanksgiving --raw cranberry relish, cup cakes, prune turkeys; Christmas -- butterscotch lollipops, cookies, red and green jello; Spring -- vegetable soup, raw vegetable snacks or salad. --For parties children prepare own refreshments rather than bring things from home. Ex. -- Each child shape and decorate own cookies. These are baked in advance and then served with fruit juice or milk at party.	Science Color Electricity to run machines Fire for cooking Heat causes change Machines and tools Thermometer Sounds Water--cleaning dissolving	

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
C. Enjoying our food: 1. Eating is fun when we use good manners. 2. Food is good for us. We eat everything that is put on our plates. 3. We thank mother for preparing food for us. 4.	--Children can practice setting the table in their play areas. Dishes and silver may be borrowed from the homemaking room! --Practice good manners at all tasting parties and at snack time. --To prevent waste, encourage the children to take small servings and come back for seconds. --Children enjoy hearing about the source of new foods and how they are related to other foods they know well. --Send samples of food products home to mother as a way of saying "thank you" for the food she prepares. --Clean-up in a foods' lesson can be done by a class committee. --Take a trip to the cafeteria to meet the personnel, see the kitchen and equipment, and learn about the type of lunch children eat there. Samples of food being prepared for that day could be tasted.	Arithmetic Count (silver for table) Art Make centerpieces for table Make place mats Health Attractive surroundings Cooperation Courtesy Self-control Sharing Language Arts Duties of host Follow directions Introductions (if parents come) Write stories Science Conserve food Machines and tools Social Studies Mothers do things for us People who help us Sharing responsibilities	Picture Collection Attractive table settings Cartoon drawings to illustrate table manners.

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
I. DRESSING FOR HEALTH AND APPEARANCE			
A. We wear clothing to protect us from the weather and the seasons. B. We wear different clothing for school and play. C. Clothing helps to make us look more attractive. D.	--Collect pictures or articles of clothing and arrange in groups -- suitable for different seasons or weather. --Take a trip to a clothing store to see the different types of clothing available. --Dress dolls in clothing suitable for different weather, season, or occasion. --Have a fashion show where each child can model clothing suitable for a certain season, weather, or occasion. (Children may wear parents' clothing or may dress dolls and put on display) --Demonstrate how clothing can make a person less attractive by putting on wrong colors, sizes, types, etc. Ask child to evaluate. --Examine the different patterns and colors that are used in the clothing of the children in class.	Art Dress dolls Pattern and color Health Clothing for protection Science Color Feel of fabrics Seasons	Picture Collections Clothing for different seasons or weather Clothing for play Clothing for school

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
II. GETTING OUR CLOTHING			
A. Mother buys our clothing at the store. B. Mother buys cloth and makesour clothing. C.	--Take a trip to a clothing store to see the different types of clothing available. --The teacher can wear a dress that she has made. Bring a sample of the cloth and the pattern for the class to see. Or she may bring cloth and pattern first and then make the dress. --Let class model garments that have been made for them by mothers or others. --Let class tell which articles of clothing they are wearing were made by mother and which were bought. Who made those that were bought? --Discuss other ways that they get clothing.	Social Studies Mother helps us People who help us	Exhibit Apron bought at store Apron, cloth, pattern made at home. (Can be same design and color) Field Trips Clothing store Picture Collection Articles of clothing found in store Articles of clothing that can be made at home.
III. CARING FOR OUR CLOTHING AND OUR APPEARANCE			
A. We wear an apron when we work to keep our clothing neat and clean. B. At night we brush our clothing, put the dirty clothing in the laundry, and hang up the rest.	--Have children wear smocks and aprons when doing art work, cleaning, food preparation, etc. --Demonstrate method for washing hands and nails. --Demonstrate proper way for brushing and combing hair. --Demonstrate proper way for brushing and hanging up clothes.	Health Care of clothing Personal cleanliness Science Water--cleaning, evaporation	Exhibit Grooming aids

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
C. We give Mother any clothing that has spots or any that is torn. D. We take off our wet clothing and hang it up to dry. E. We wash our hands often. F. We scrub our nails when we wash our hands. G. We try to take a bath everyday. H. We brush our hair everyday. I. We try to smile often. J.	--Prepare a grooming aid kit (clothes brush, shoe rag, hangers) for the homemaking area of room so children can use it when "keeping house." --Discuss importance of having own towel, washcloth, comb, brush. --Show importance of giving mother clothing that has stains on it by demonstrating ease or difficulty of removing stain--spill juice and wipe up immediately; remove wet stain, remove dry stain. --Discuss how to dry clothing that is wet.		
IV. SEWING FOR FUN			
A. We like to make gifts for our mothers and fathers. B. Sewing is fun when we know how. C. We follow directions carefully. D. We take care of our sewing supplies. E.	--Demonstrate proper method for using and caring for sewing tools; ex. passing scissors, putting pins in pincushion, etc. --Make simple gifts for parents at Christmas, Easter, Mother's Day, etc. Felt material with punched holes and yarn for lacing can be used for such gifts as bookmarks, costmetic cases, pictures cases, etc.	Art Choosing colors Creative designs Health Safety Language Arts Follow directions Sharing	Exhibits Sample gift projects

CLOTHING EXPERIENCES IN HOMEMAKING

KINDERGARTEN

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
		Science Color Sounds Tools Social Studies Doing something for parents	

FAMILY LIFE EXPERIENCES IN HOMEMAKING

KINDERGARTEN

Some Basic Understandings	Some Suggested Experiences	Integration Possibilites	Some Suggested Resources
I. LEARNING ABOUT PEOPLE			
A. People need food, clothing, and shelter. B. We are happier when we are polite. We say "please" and "thank you." C. We like to share our possessions. D.	--Tell about all the times you are able to say "please" and "thank you" in a day. --During the school year birthday or holiday parties have the children practice being polite. --Children prepare foods in school; share with another class. --Discuss how our animal pets are like us in needing food and shelter. How do we meet their needs? Show pictures of dogs wearing sweaters to keep warm as an example.	Health Basic needs Sharing Language Arts Cooperation Courtesy Follow directions Routine Self-control	Picture Collections Children in different situations being polite and impolite.

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
	--Discuss how we must return things (that are lent to us) in good condition.		
II. LIVING IN A FAMILY			
A. A family is made of different members. B. Families live in homes. C. Family members help one another. D. My parents do things for me. E. I try to be polite to my family. F. We work and play together in my family. G. Holidays are times when we can be nice to other people. H.	--Tell about the new baby at home. What does he do for himself; what must others do for him? Discuss why we like to do things for the baby. --Discuss what causes baby brother or sister to cry. What can we do to help to keep him from crying. --Children can practice family roles in the play center. --Prepare a gift of candy or cookies for the family--do at a time of the year when the family wouldn't be expecting a gift and call it a "thank you gift for being nice to me." --Discuss how caring for clothing, wearing smock, changing to play clothes are all ways to help mother. --Collect pictures of families showing different family members. Discuss what the different members do. --Show pictures of family members helping one another. Have children discuss whether they do these things; or have seen others do these things, etc.	Art Draw pictures Wrapping paper for gift Health Family roles Sharing Language Arts Cooperation Courtesy Follow directions Routines	Picture Collection Family members Family working, playing

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
	--Draw pictures of the things parents do for children; children do for parents; work done at home; play activities, especially of parent and child.		
III. LIVING IN THE COMMUNITY			
A. Many families live in our neighborhood. B. Our neighborhood is part of our community. C. There is a school in my neighborhood. D. There is a store in my neighborhood. E. I am friendly to the people in my neighborhood. F. I am careful of my neighbor's property. G.	--Take a walk through the neighborhood. Note homes; stores, school; how families care for their homes; how we have sidewalks and roads and do not need to walk on grass. --Children might draw pictures of buildings they saw on the walk through the neighborhood. --Discuss how children might show their friendship for the neighbors. They might prepare a cookie or candy gift to take home to the neighbor or a community helper. --Show pictures of homes and discuss kinds of families that live there and how child can be friendly to each family that lives in his neighborhood.	Arithmetic Compare types Count homes, stores Read house nos. Art Draw pictures Wrapping paper Health Cleanliness Safety (on walk) Sharing Language Arts Cooperation Follow directions Routines Tell story	Picture Collection Homes, school, stores found in a neighborhood

HOUSING EXPERIENCES IN HOMEMAKING

KINDERGARTEN

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
I. LIVING IN HOMES			
A. We live in homes. B. Our homes protect us from heat and cold. C. We can store our possessions in our homes. D. We can have fun in our homes. E.	--Have children tell about their homes. --Take a walk through the neighborhood. Note the different kinds of homes. --Have children tell about the things in their homes that protect them from heat and cold (furnace, air conditioner, etc.) --How does the school protect the children from heat and cold? --Discuss how possessions are stored in the classroom. Have children tell how they store their possessions at home. --Display pictures of different ways to store possessions. --Display pictures of families having fun. --Have children tell about the fun they have in their homes.	Arithmetic Compare homes Count homes, objects Art Draw pictures Health Cleanliness Courtesy Family fun Protection from heat and cold Safety Sharing Language Arts Cooperation Follow directions Routines--caring for things Tell story Science Classify things Conserve things in home Machines	Picture Collection: Families have fun Homes Storing possessions

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
		Social Studies Families Homes Sharing responsibilities	
III. CARING FOR OUR HOMES			
A. We like to help at home. B. There are many ways that we can help at home. C. We pick up our toys so no one will fall over them. D. We are polite when we go to the store with mother. E. The man in the store helps us get the things we need. We pay the man in the store for what we buy. F.	--Discuss all the ways water is used to clean things at home. --Discuss how caring for our bedrooms, possessions, and our clothing are all ways to help mother. --Show pictures of family members helping one another. Have children discuss as to whether they do these things; seen others do these things; etc. --Have children discuss the tools or machines that they use to help at home. They should understand how they make work easier, safety features, sounds they make, etc. --Tell about all the ways you can be polite, when you go to the store. --Take a trip to the neighborhood store to observe how the clerks help us. Have children select and pay for some vegetables to take back to school.	Arithmetic Compare things, prices Count objects, money Art Draw pictures of trip Health Cleanliness Courtesy Family relations Safety Sharing Language Arts Cooperation Courtesy--home, store Follow directions Routines Tell a story about helping at home	Picture Collection Family working Machines in the home Water in the home Play centers in classroom

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
	--Children can practice "helping at home" in the play centers.	Science Electricity to run machines Sounds Tools and machines to help at home Water--cleaning Social Studies Family relations Family roles Neighborhood stores People who help us in store Sharing responsibilities	
IV. HAVING FUN IN OUR HOMES			
A. Many families enjoy picnics. B. Holidays are times when we have fun. We like to decorate and do many things. C.	--Display pictures of families having fun. --Have children tell about the fun they have at home. --Prepare foods for different seasons of the year --ex., Halloween-orange jello, pumpkin pudding, roasted pumpkin seeds; Thanksgiving - raw cranberry relish, prune turkeys; Christmas - cookies, red and green jello; Valentine - cookies.	Arithmetic Count, measure, compare Art Decorate foods, gifts, etc. Make place mats, centerpiece	Picture Collection Families have fun

HOUSING EXPERIENCES IN HOMEMAKING

KINDERGARTEN

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
	--For parties let children prepare own refreshments rather than bring them from home. Ex., Halloween -- each child shape and decorate own cookies. Bake these in advance and then serve with fruit juice at party. --Practice good manners for different occasions. --Discuss how families can enjoy each other more when all members are polite	Health Cleanliness Fun Safety Sharing--party Language Arts Cooperation Courtesy Follow directions Write or tell stories about holidays Social Studies Family fun Holidays Sharing	

FOOD EXPERIENCES IN HOMEMAKING

GRADE ONE

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
I. EATING FOR HEALTH			
A. We need food to grow, to keep well and strong, to supply energy, to satsify hunger, and to build strong teeth. B. We need to eat fruits, vegetables, cereals, milk, and meat or eggs everyday. C. We like to eat the foods that our parents select and prepare for us. D. We need to eat a good breakfast every morning. E. We need to eat a good lunch at noon. F. We eat snacks low in sugar. G. We eat food at dinner and parties. H. We are responsible for eating the right food. I.	--See previous grade. --Show pictures of healthy boys and girls. Discuss the signs of good health and the foods that might be eaten. --Discuss foods that give heat and and energy. Have a tasting party of these foods in winter. Repeat in spring but show how these same foods might be prepared in a more appetizing manner for warm weather. --Discuss winter activities in all parts of the country. Discuss the foods that help us to take part in these activities. --Make a list of foods liked by the class members. Note the variety. Have a tasting party of foods which were not familiar to most pupils. Have both raw and cooked foods. --Collect pictures to illustrate need for breakfast (girl asleep at desk, car out of gas, children fighting or crying). --Collect pictures of foods suitable for breakfast. Group according to those liked by class members, by fathers, etc.	Arithmetic Counting Grouping foods Art Decorate place mats for tasting party Draw pictures of foods Make mural to illustrate foods for health, etc. Health Foods needed Health habits Language Arts Follow directions Likeness and difference in pictures, words, sounds Tell a story about the foods needed or eaten	Filmstrips "Growing Up" — Encyclopaedia Britannica "Why Eat a Good Breakfast?" – Encyclopaedia Picture Collection Breakfast foods Foods for spring (or warm weather) Foods for winter (or cold weather) Foods that build good teeth Healthy boys and girls Lunch foods Snacks low in sugar "They ate breakfast-- They didn't eat breakfast" References Grade Teacher, Jan. 1960, Snack Bar Grade Teacher, March 1962, Tasting Party See textbook listings

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
	--Check number of people eating a good breakfast. --Discuss what will happen if Tommy has coffee and cake for breakfast and nothing else; if Jane won't eat breakfast. How can you help them to learn to like a good breakfast? --Have each child bring in a sample of his favorite cereal and fruit. Prepare cocoa and serve it with the cereal and fruit. --Bring in empty cereal boxes for class collection. Name the kinds of cereals, their favorites, those never tasted, those liked, etc. Later prepare the less familiar or less popular and taste. --Make oatmeal cookies and let class sample. Prepare cereal snack using a variety of cold cereals mixed with melted butter and garlic salt and roasted in oven. This will illustrate another way to use cereals in the diet. --Have collection of pictures to demonstrate a good lunch. --Have an exhibit of pictures, or actual foods, of snacks low in sugar. Prepare and serve at a tasting party.	Science Animals need food Seasons Social Studies Things we need Variety available	

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
	--Have a snack tree. Make a large tree out of brown paper. Mount in room. Children can collect or draw pictures of foods for snacks. They can be added to tree. Children can pick out snacks to show "good combinations," "ease of preparing," "ready-to-eat," "wholesome." --First graders invite second graders to tasting parties or breakfast.		
II. GETTING OUR FOOD			
A. Animals give us meat, eggs, and milk. B. Plants give us fruits and vegetables. C. We get some food from the store. D. We get some food from the farms near us. E. We get some food from far away. F.	--See previous grade. --Take a trip to a dairy farm to see how milk and eggs are processed. --Take a trip to a grocery store. Explore the different shelves and note the wide variety of foods available. Pick out foods that could be purchased for a class breakfast. --Arrange for a fall or winter vegetable show. --Exhibit fruits and vegetables that we get from plants in our community; that come from far away. Prepare and serve at a tasting party. --Collect a variety of containers and labels and use them for planning meals. --Prepare and serve a tossed salad. Let the class tell what parts of plants their vegetables were.	Arithmetic Add Compare things Count Group Make change Art Draw or make food models Draw pictures of what they saw on trip Language Arts Follow directions Pictures, words, sounds of foods	Field Trips Dairy farm Grocery store Filmstrips "The Food Store" - Encylopaedia Britannica "Plants We Use" - Encylopaedia Britannica "Where Food Comes From" — Encylopaedia Britannica Picture Collections Foods that come from animals Foods that come from plants

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
	--Plan and construct a grocery store or cafeteria with articles of food made of papiermâché; cans, packages, etc. Have children practice planning breakfast or lunch, choosing foods at store, buying, making change, etc. --Make popcorn and let class sample. Find out how popcorn grows, etc. Let class see and hear popcorn cook; see, touch, smell, taste when done.	Language Arts (cont.) Tell a story about trip or experience Science Color Learn by use of senses Plants and animals Things change (color, spoil) Social Studies Buying food People who help Source of food Transportation gets us variety	Picture Collections (cont.) Foods that come from the farm Foods that grow in our garden References Grade Teacher, Oct. 1959, To Market, To Market Grade Teacher, Jan. 1962, Let's Have a Fruit and Vegetable Market See textbook listings
III. PROTECTING OUR FOOD			
A. We wash our hands before eating or handling food. B. We wash fruits and vegetables before using them.	--See previous grade. --Demonstrate the proper method for washing hands before preparing or eating food. --In the middle of a cooking class, stop and examine the "cook's hands" under a magnifying glass. Have him wash his hands and reexamine. Discuss what these findings mean when related to cooking at home. Repeat for several other class members.	Health Cleanliness Safety--harmful insects, spray Science Harmful plants that cause food spoilage.	Field Trip Neighborhood store Filmstrips "Keeping Food from Spoiling"– Encyclopaedia Britannica

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
C. We keep our foods covered to protect them from the dirt in the air. D. We keep some foods in the refrigerator to keep them from spoiling. E. We keep our garbage cans covered. F.	--Demonstrate washing fruits and vegetables. --Examine washed and unwashed fruits and vegetables under magnifying glass. --Leave bread, milk, crackers, fruit, vegetables unprotected for a day or two. Observe what happens. --Have pictures of foods and discuss where to store them. --Discuss how to tell if food is spoiled (taste, color, appearance, odor). --Have children bring in fruits, vegetables, etc. that have started to spoil. --Discuss what is done to keep foods from spoiling. Have children bring in samples of foods that are canned, dried, etc. --Take a trip to supermarket to see different ways of keeping food from spoiling--dried vegetable, vegetable soup in can, fresh vegetable, frozen vegetable, etc.	Science (cont'd) Magnifying glass--make smaller things bigger Water is a cleaning agent (dissolve)	Picture Collection Where should we store these foods? References See textbook listings

FOOD EXPERIENCES IN HOMEMAKING

GRADE ONE

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
IV.- PREPARING AND ENJOYING OUR FOOD			
A. Working in the kitchen:	--See previous grade.	Arithmetic	Printed Recipes
1. We wash our hands and wear an apron to protect our food and our clothing.	--Have children wear an apron and wash hands when they prepare foods. Have a set of white aprons for the class or have children bring from home their fathers' old white shirts to use for cooking smocks.	Copy numbers Count objects or ingredients Measure Pint, quart	References Grade Teacher, Oct. 1957, "Our Autumn Halloween Party for Mothers!" See textbook listings
2. We follow directions carefully.	--The teachers should wash hands and wear aprons when working with food.	Health Cleanliness Safety Sharing	Safety cartoons, pictures, or slogans
3. Sometimes it is necessary to work in a group and share the jobs.	--Keep a wet dish cloth or sponge near work area to wipe up spilled food.	Language Arts Follow directions	Sets of Aprons
4. We use kitchen tools to make food preparation easier and faster.	--When giving a foods demonstration, the teacher should have a tray near the work area on which to put the dirty dishes.	Likeness or difference in pictures.	
5. We prevent accidents by working carefully, wiping up spilled foods, using potholders, and being careful around electrical appliances	--Demonstrate cleanliness in preparing and serving food. --Recipes can be done on primary typewriter for mimeographing. These can be given to children to follow in class (with teacher help) and then taken home to mother.	Printed words tell a story Sequence in a recipe	

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
6. We use recipes to tell us what to do and how to measure ingredients. 7. The cafeteria people work hard. They do many of the things that we have learned to do in the kitchen. They serve many more people than we do. 8.	--Class teacher can write words on board as they are used in food preparation. --Take a trip to the homemaking room to associate letter sounds with simple tools found in a home kitchen. --Take a trip to the homemaking room to see all the different electrical appliances in the room (and for home use). If time is available, demonstrate uses and care. --Demonstrate how simple tools make work easier. Try to do tasks with tools and without them: ex., different types of can openers; nutcracker vs. hammer; egg beater--electric or hand, vs. fork; funnel, etc. --Take a trip to the cafeteria to watch workers prepare food. In schools with homemaking kitchens, the class might take a trip to the kitchens to watch the older girls prepare food. --Demonstrate how water makes things slippery so it requires careful attention--spilled on floors, wet glasses, or dishes, etc.	Science Air pressure (punch can opener--2 holes in can) Electricity Tools and machines Sounds Water--cleaning (dissolve dirt), reduces friction Social Studies People who help us Sharing	

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
B. Preparing foods:	--See previous grade.	Arithmetic Copy numbers Count Measure Pint and quart Art Make place mats Make place cards Health Cleanliness Safety Health habits Sharing Language Arts Follow directions Host and guests Introductions Pictures, words, sounds Sequence Write stories	Picture Collection Children working in the kitchen Foods for breakfast Foods for lunch Foods for our pets Foods in season Healthful snacks When we entertain References Grade Teacher, Dec. 1959, Cookies for a Merry Christmas See textbook listings
1. Fruits, vegetables, cereals, and cheese make good snacks; candy is not a good snack.	--Prepare and serve a variety of fruits, vegetables, cheese, peanut butter snacks. --Serve a different healthful snack each day with the children's milk.		
2. Fruit, cereal, bread, and milk are good breakfast foods. We can learn to make our own breakfast.	--Prepare a breakfast that the child could make at home--juice, cold cereal, toast, milk. --Bring fruit; prepare in class and serve hot cereal with raisins, brown sugar, and milk. --Invite second graders or parents to a breakfast or cereal tasting party.		
3. All children need a good lunch. Some children eat lunch in the cafeteria. Some children go home for lunch.	--Prepare a simple lunch such as: peanut butter and jelly sandwich, carrot sticks, milk, fruit. --Invite parents to visit school lunch period. --Prepare foods using fruits of the season: ex. applesauce, pumpkin pudding, cranberry sauce.		
4. We get different foods at different seasons of the year.	--Have tasting parties to sample popcorn, roast nuts, fruits and vegetables.		
5. Many foods come from the farm and can be eaten raw or cooked.	--Prepare foods that come from farm--butter, eggs, cocoa.		

FOOD EXPERIENCES IN HOMEMAKING

GRADE ONE

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
6. Gifts of food are fun to make and give.	--Try other ways to have milk besides drinking it plain--soup, milk drinks, desserts, ice cream.	Science Doing experiments	
7. We can see that our pets get the foods they need.	--Sample a variety of fruits and vegetables raw and cooked.	Electricity Fire	
8. We can prepare and serve good foods for our parties.	--Make food gifts: ex., grape jelly, cranberry relish, orange marmalade, fruit bars, peanut butter candies, cookies.	Heat--change in state, taste Machines and tools	
9. Many sounds can be heard in the kitchen when we prepare our food.	--Set out a bird "cafeteria." Experiment with different kinds of food.	Sounds Thermometer Water--cleaning dissolving, states	
10.	--Entertain little friends, other classes, or parents with simple nutritious foods. --Experiment with heat in cooking--freeze water and use ice for fruit drink; make ice cream in old fashioned freezer; drop maple syrup, molasses, sugar syrup, or hot fudge on snow or ice. Have children discuss what happens. Taste.		
C. Eating our food: 1. Eating is fun when we use good manners.	--See previous grade. --Practice good manners at all tasting parties, snack time, and holiday parties	Arithmetic Count--silver for table, places	Picture Collection Attractive table settings Cartoon drawings to illustrate table

FOOD EXPERIENCES IN HOMEMAKING

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
2. Food is good for us and should never be wasted. We eat everything on our plates. 3. We say "please" and "thank you." 4. There are many things to know and do when we eat in the cafeteria. 5. We thank mother and the cafeteria workers for preparing our food. 6.	--Take the class to the cafeteria and let them practice going through the line, setting up tray, saying "please, thank you," taking tray to table, using utensils, opening milk carton. --Make place cards and decorations for class parties. --Discuss with cafeteria manager (or mother) the need to serve smaller portions of food, especially new food. Samples of new foods might be taken to classroom for tasting. --Measure the amount of milk left in the cartons at snack time or noon. Start a campaign to avoid this waste. --Survey foods not eaten at noon. Discuss why not eaten and what to do about it. --Grow some plants for centerpieces--carrot, turnip, beet, or parsnip tops put in water.	Art Attractive surroundings Cooperation Courtesy Self-control Sharing Language Arts Follow directions Host, hostess Introductions Write stories Science Conserve food Social Studies Appreciation Interdependence People who help us Sharing responsibilities	References See textbook listings

CLOTHING EXPERIENCES IN HOMEMAKING

GRADE ONE

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
I. DRESSING FOR HEALTH AND APPEARANCE			
A. We wear clothing to protect our health. B. We should change our clothing regularly. C. We change our clothing when it gets wet. D. We wear different clothing for school, fun, and parties. E. We wear different clothing for different seasons and climates. F.	--See previous grade. --Collect pictures of clothing. Have children tell when to wear them--play, dress, school, weather, etc. --Take a trip to a clothing store to see the different types of clothing available. --Dress dolls in clothing suitable for different seasons, weather, or occasion. --Have a style show or exhibit of different types of clothing for different occasions. --Tell why different fabrics are used for different types of clothing. Let children touch different fabrics and describe how they feel. --Have children tell about new clothing they have. --Collect pictures, dolls, or articles of clothing worn in other lands. Discuss when the people might wear this clothing and how it protects them. --Show pictures of children dressed for rain and those not dressed for rain. Discuss various things needed for rain protection. --Discuss why rubber and plastic are good for rain clothing.	Art Color Dress dolls Health Clothing for protection Science Color Feel of fabrics Properties of fabrics Seasons	Exhibits Different types of clothing Samples of different fabrics Field Trips Clothing store Picture Collection: Clothing for different seasons or weather Clothing for play Clothing for school Clothing worn in other lands References See textbook listings

CLOTHING EXPERIENCES IN HOMEMAKING

GRADE ONE

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
	--Discuss how to dry your clothing when you get wet. --Test an old shoe, sweater, rubber, etc., to see which keeps out water the best (put a dry sock or cloth in each and see which stays dry). --Show pictures of children in different types of clothing. Discuss season of year or occasion. Is child dressed appropriately? What changes need to be made. --Wrap jars of warm water in cotton and in wool fabrics. Keep one jar unwrapped. Remove fabrics one hour later and check temperature. Sweaters may be used. Compare cotton and woolen clothing. Use children's clothing for practice.		
II. GETTING OUR CLOTHING			
A. Animals give us wool for clothing. B. Plants give us cotton for clothing. C. Mother buys cloth and makes us clothing.	--See previous grade. --Take a trip to a store or look through catalogs to see the different types of clothing available. --Use children's clothing to compare animal and vegetable (wool and cotton) fabrics. Discuss how they feel, how they look, what they do (warm, shed dirt, etc.)	Science Machines Plants and animals Social Studies Making cloth People who help us Stores	Exhibits of things made at home and of things bought at store. Picture Collections Articles of clothing found in store Articles of clothing that can be made at home

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
D. Mother buys clothing at the store. E. Some machines are used in cutting cloth and in sewing. F.	--Show pictures of an animal and have samples of fabrics that come from it; repeat for plants. --Do experiments to test for warmth, water repellency, etc. (see part I). --Have children bring in patterns that mothers used to make their dresses. --Discuss the types of clothing mother can make; those that must be bought at store. --Have children model garments that have been made for them by mothers or others. Include knitted sweaters, gloves, etc. --Arrange a simple demonstration of making wool fiber into yarn — into cloth. --Discuss machines (tools) that are used for cutting cloth from bolt, etc.		Picture Collection (cont'd) Clothing from animals Clothing from plants Samples of wool and cotton for children to touch and compare References See textbook listings
III. CARING FOR OUR CLOTHING AND OUR APPEARANCE			
A. We wear an apron when we work to keep our clothing neat and clean. B. We hang up or put away our clothing when we take it off.	--See previous grade. --Collect pictures of different kinds of clothing. Have children tell how they would take care of the different types. --Assemble kit of soap, nailbrush, wash cloth, towel. Have pupils demonstrate proper use.	Art Color--choosing and combinations Health Care of clothing Health habits Personal appearance	Exhibit Grooming aids Picture Collection Different kinds of clothing

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
C. We change our clothing regularly. D. We wash our hands when they get dirty. E. We try to be neat and attractive at all times. F. We wash our hair when it gets dirty. G.	--Take two pieces of cotton cloth, one clean and one dirty. Demonstrate the cleaning power of hot water and soap vs. cold water. --Have two children get hands dirty. Have one wash with cold water and one with hot water and soap. Discuss difference. --Make a list of things we can do each day to be neat and attractive. --Have children tell where they put clothing at night. --Have children tell how they would dry clothing that became wet. --Discuss why people choose colored garments.	Science Color Water--dissolve, evaporation	References See textbook listings
IV. SEWING FOR FUN			
A. Sewing tools make sewing easier. B. We take good care of our sewing tools. C. We can make simple gifts for mother and father when we know how to sew. D.	--See previous grade. --Demonstrate how to carry and use sharp objects such as scissors, needles, pencils. --Demonstrate how putting pins in pin cushions keeps them from getting lost, spilling, and jagging fingers. --Demonstrate how machines make work easier--experiment: tear cloth, use dull scissors, use sharp scissors.	Art Choosing colors Creative designs Health Safety Self expression Language Arts Follow directions Sharing	Exhibits Sample gift projects References See textbook listings

CLOTHING EXPERIENCES IN HOMEMAKING

GRADE ONE

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
	--Discuss how to care for sewing tools for safety and better use--ex. scissors--use sewing scissors for cutting cloth as paper dulls them. Give children dull and sharp scissors to cut cloth and they will note the difference. --Simple sewing projects might include 9" x 12" burlap place mats with fringe edges and yarn design at edge; pin cushions made of 9" x 4" cotton fabric and stuffed with nylon stockings; felt cases with yarn and running stitch.	Science Color Sounds Tools Social Studies Doing something for parents	

FAMILY LIFE EXPERIENCES IN HOMEMAKING

GRADE ONE

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
I. LEARNING ABOUT PEOPLE			
A. We are alike and different in many ways. B. We can learn to control our feelings of fear, anger, and disappointment. C. We are happier when we can be part of a group. D. We are happier when people are considerate of each other. E. We enjoy and benefit from relaxing activities. F.	--See previous grade. --Collect pictures to illustrate how people are alike; different. Ex. --alike, need to eat, sleep, have friends; different, body build, hair coloring, size, interests. --Write stories about animals that are alike and different. --Have children demonstrate how they can be considerate of: --father who is trying to take a nap. --new boy in school. --guests at a tasting party. --Make a scrapbook of friends. Discuss why they are your friends.	Health Courtesy Emotions Relaxation Sharing Language Arts Dramatization Likeness and difference in pictures Cooperation Routine Self control Social Studies Basic needs People	Picture Collection Animals--alike and different Friends People--alike and different References Metropolitan: *About Us and Our Friends* See textbook listings
II. LIVING IN A FAMILY			
A. Home is the center of family life. B. Families are alike and different in many ways. C. Each family member has an important role to play in his family. D. Parents help children to grow.	--See previous grade. --Collect pictures of happy homes; activities being done in the home, etc. --Collect pictures to illustrate how families are alike, different. Ex. --size of family, age of members, parents living. --Draw a picture of a family. --Encourage children to play house and act out roles of family members.	Art Drawpictures Health Family characteristics Family relations Family pleasure Sharing	Filmstrip "Brothers and Sisters" — Encyclopaedia Britannica Picture Collection Homes and home activities Families

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
E. Brothers and sisters need help from one another. F. It is fun to play with a baby. G. It is fun when family members share their possessions. H. We have fun in our family. I.	--Act out types of work father does. Draw pictures of work mother does. --Discuss jobs mother does. --Observe animals caring and feeding young. --Tell about new baby at home. --If someone in family is sick, what can children do to help? (amuse young, attractive food tray). --How does family help you? What can you do to help family? --Discuss how caring for one's own possessions is a sign of growing up. --Talk about good family times and fun shared.	Language Arts Cooperation Courtesy Dramatization Follow directions Routines Self-control Science Heredity Social Studies Family life Family roles	References Grade Teacher, Oct. 1960, The Family Grade Teacher, Oct. 1961, Home and Family See textbook listings
III. LIVING IN THE COMMUNITY			
A. People in a community work together to help one another. B. My friends and their families live in our community. C. I try to be considerate of the people in my community.	--See previous grade. --Suggest ways in which you can be of help to someone in the neighborhood. --Tell how you feel when someone helps you; when you help someone else. --Show pictures of people who live and work in the community. Discuss how they help us and how we can help them. --Act out roles of people in community.	Art Draw pictures Health Courtesy Sharing Language Arts Cooperation Dramatization Group work Routines Tell story	Picture Collection Community helpers References See textbook listings

FAMILY LIFE EXPERIENCES IN HOMEMAKING

GRADE ONE

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
D. I try to share and take turns with the people in my community. E.		Social Studies Community Interdependence People	

HOUSING EXPERIENCES IN HOMEMAKING

GRADE ONE

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
I. LIVING IN HOMES			
A. Homes provide us with protection. B. Homes are the places where family members live together. C. Homes are the places where we can have fun together. D.	--See previous grade --Show pictures of homes and discuss kinds of families that live in them. --Collect pictures of happy homes; activities being done in home, etc. Discuss. --Tell how homes provide protection. Collect pictures to illustrate. --Have children tell about the fun they have at home. Discuss why they are able to have this fun at home. --Discuss how children can help to provide fun at home.	Health Cleanliness Courtesy Family pleasure Family relations Family roles Protection Sharing Language Arts Cooperation Courtesy Dramatization Follow directions Routines Tell or write stories about family fun	Picture Collections Homes and home activities Homes protect us References Grade Teacher, Feb. 1959, Our Homes Instructor, Sept. 1961, How My First Graders Developed a Concept of Housing

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
		Social Studies Family life Homes Sharing responsibilities	
II. GETTING AND FURNISHING OUR HOMES			
A. People live in many different kinds of houses. B. Houses are made of different things. C. Building a house is a big job. D. Many people helped to make our house. E. Plants and flowers make pretty decorations for our home. F.	--See previous grade. --Collect pictures of different kinds of houses--1 floor, 2 floor, apartment, trailer, etc. --Collect pictures of houses made of different kinds of materials--wood, stone, etc. --Take a trip to see a house being built. --Discuss what color does for a room. What colors are used in the different rooms in your home? Who chooses them? --Discuss how homes are heated. Tell how you can keep heat in or out of your home. --Take a trip to a store to observe all types of electric lamps. --Create decoration for fall parties. --Make decorative arrangements of fall plants for school room or home. --Grow some plants for decorations-carrot, turnip, beet or parsnip tops put in water; or plant orange or grapefruit seeds in dirt.	**Arithmetic** Compare types of houses Group, classify house **Art** Color used in home Home decorations **Language Arts** Follow directions Pictures, words, sounds Tell story about homes **Science** Building materials Color in homes Heating	**Picture Collection** Kinds of homes Lighting the home Home decorations **References** See reference and textbook listings

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
		Science (cont'd) Lighting Plants--decorations Tools and machines **Social Studies** Building homes People who help Variety of houses and building materials	
III. CARING FOR OUR HOMES			
A. We share the responsibility for keeping things neat and clean in our home. B. It is fun to help at home when you know how. C. We have many things to help us with the work in our home--electrical helpers, tools, water. D. We try to avoid accidents by being careful when we work and play.	--See previous grade. --Make a chart of family work and the members who do it. --Show pictures of family getting ready for winter--how are they dressed, what are they doing, why? --Take a trip to a nearby home to see how they get ready for winter; spring? --Take a trip to a store or to the homemaking room to see all the kinds of electrical appliances. --Collect pictures of electrical helpers--toaster, mixer, refrigerator, juicer, dishwasher, etc. Have children tell how used in homes.	**Health** Cleanliness Courtesy Family roles Safety Sharing **Language Arts** Cooperation among family Courtesy--home and store Follow directions Routines Self-expression	**Picture Collections** Electrical helpers Family prepares for summer; winter Family working Machines in the home Stores Water in the home **References** See reference or textbook listings

HOUSING EXPERIENCES IN HOMEMAKING

GRADE ONE

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
E. It is fun to listen to the many different sounds in the home. F. It is fun to go to the store. G. There are different kinds of stores. Some stores sell many things and some sell only food, clothing, or furniture. H The man in the store will help us when we shop for groceries. I. We try to be thrifty and spend money wisely. J.	--Show pictures of people doing work when no electric helpers are available. --Discuss ways to make electricity safe--wire covering, switches, proper way to put in plugs. --Use simple machines to make work easier--ex., can openers, nutcrackers, eggbeaters. Try to do tasks without the tools. --Observe the fire hazards in a home. Tell what to do about them. --Discuss all the ways that water is a helper in the home--wash clothes, people, dishes; water plants; cooking; drinking. --Discuss how to use water in the home--ex., dissolve things in hot or cold water; how to measure for cooking, etc. --Discuss what makes floors or dishes slippery. How can you prevent accidents?	Science Electricity Fire and hazards Safety Sounds Tools, machines Water--cleaning, reduce friction Social Studies Family roles Interdependence Money and thrift People who help us Sharing responsibilities Stores	

HOUSING EXPERIENCES IN HOMEMAKING

GRADE ONE

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
IV. HAVING FUN IN OUR HOMES			
A. Families can have fun together. B. Holidays are times to have fun. C. We like to bring our friends to our homes. D.	--See previous grade. --Display pictures of families having fun. --Talk about good family times and fun shared. --Show pictures of different holidays. Have children tell how they celebrate these holidays. --Discuss how we should act when we are invited to someone's home. --Discuss how we can entertain our friends in our home. --Discuss what we should do before we invite friends to our home.	Health Fun Safety Sharing Language Arts Cooperation Courtesy--home Dramatization Introductions Write or tell stories about family fun Social Studies Family fun Holidays Sharing	Picture Collections Families have fun Holidays References See reference and textbook listings

FOOD EXPERIENCES IN HOMEMAKING

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
I. EATING FOR HEALTH			
A. We need food to grow, to keep well and strong, to supply energy, to satisfy hunger, and to give us pleasure. B. Our body changes the food so that it can be used to make bones and teeth, and to supply energy. C. We need to eat fruits, vegetables, cereals, milk, and meat or eggs every day. D. We need to eat a good breakfast every morning. E. We need to eat more fruits and liquids when we are sick. F. We try to avoid drinking tea and coffee and eating too many sweets. G. We can buy a good lunch in the school cafeteria. H. We can bring a good packed lunch from home.	--See previous grades. --Collect pictures of families eating meals together. Stress how they enjoy eating. What makes them enjoy eating? How help our bodies to digest food? --Discuss how to help mother teach younger children to choose foods wisely; other boys and girls who do not eat their food? --Discuss kinds of food that babies eat. Bring some to class to sample. Do they taste good? Tell why babies must eat these foods. --Have children discuss what they want to be when they grow up. What foods will help them to grow faster and to be able to do the job? --Show pictures of children and animals well nourished and poorly nourished. Discuss what foods are needed to make the poorly nourished children better nourished. --Try on some big children's clothing. Discuss foods that will help them to grow big enough to wear the clothing.	Arithmetic Adding, subtracting Counting Grouping foods Art Decorate place mats for tasting party Draw pictures of foods Make posters, murals Health Foods needed Health habits Nourishing foods when sick Language Arts Follow directions Likeness and difference in pictures, words, sounds Self expression Write or tell stories	Exhibits Children's clothing Filmstrips "Why Eat a Good Breakfast?" — Encyclopaedia Britannica "Growing Up"— Encyclopaedia Britannica "Proper Foods"— Encyclopaedia Britannica "Skimpy and a Good Breakfast" — Cereal Institute "What's in Our Food?"— American Bakers Assoc. "Billy Meets Tommy Tooth"— National Apple Institute Picture Collection Breakfast and lunch foods Children and animals well and poorly nourished Children eating

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
I. We eat snacks low in sugar. J. We eat food at dinner and parties. K. We eat the foods that are prepared for us. L. We are responsible for eating the right foods. M.	--Cut out food pictures--arrange on chart as good meals. --List on board foods which can be eaten for breakfast. Tell which they like best; which are new; etc. --Hold up pictures of children eating. Tell what foods they are having for breakfast; what they will need during the day. --Prepare breakfast that a child can get for himself if mother is sick or at work; if he is in a hurry. --Tell about foods you eat in hot or cold weather. --Write names of foods on board. Match pictures of foods with names. Discuss when the foods might be eaten, how eaten, etc. --Pretend there is a new girl in school and you escort her to the cafeteria. Help her select a good lunch. Explain how the cafeteria workers plan good meals. --Discuss desserts as to favorites and why; when eat them and why; which desserts give more milk, egg, fruit, etc. --Each child can bring a favorite fruit or vegetable from home. Demonstrate ways to serve raw. Pass samples.	Science Body changes food Children grow and change Social Studies Variety available	Picture Collection (cont'd) Families eating together References The Instructor, March 1961, School Lunch Learnings General Mills, Eat and Grow Kellogg's, A Good Breakfast for Good Health, and The Best Breakfast to You Each Morning See textbook listings

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
	--Discuss foods made of milk that would taste good to a sick child. --Discuss foods that children can bring from home for a packed lunch. --Discuss how mother uses eggs at home. Prepare and sample some egg dishes. --Prepare party foods or snacks that don't include sweets.		
II. GETTING OUR FOOD			
A. The different parts of plants are used for food in a variety of ways. B. Transportation makes it possible for people to get a variety of foods. C. Bread is a food that we get from the cereal plant. D. Milk, cheese, and butter are animal products. E. Meat, eggs, fish are animal products. F. We buy fruits, bread, milk, cheese, and butter at the store. G.	--See previous grades. --Have a display of fruits and their seeds--fleshy, berries, pods, nuts, grains. Label each. Taste. --Bring in samples of different foods from seed. --Trace journey of wheat from stalk to bread. --Visit bakery or observe work of baker. --Make posters or scrap-books to show the foods we get from animals; from plants. --Primitive people prepared grain for eating. Grind and cook some whole grains. Compare with the method we have for getting our grains at store and cooking quickly or serving cold. --Show picture of squirrels. Discuss how they get food, why they save some, how they store it.	Arithmetic Compare items, prices Count, add Grouping Make change Art Draw or make food pictures, scrap-books, posters Language Arts Follow directions Pictures, words, sounds of foods Write or tell stories about foods	Field Trips Bakery Grocery store Filmstrips "A Family Shopping" — Society of Visual Ed. "The Food Store" — Encyclopaedia Britannica "Getting Food Ready for the Market" — Encyclopaedia Britannica "How We Get our Food" — Society of Visual Ed. "Plants We Use" — Encyclopaedia Britannica

FOOD EXPERIENCES IN HOMEMAKING

GRADE TWO

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
	--Discuss foods that grow only in warm climates. How do we get them? --Plan a trip to the store to find out how they get their food. Make a picture book about foods. --Compare prices of milk, etc., in towns, cities, farms. --Dramatize role of storekeeper and customer. --Show how dried foods can be used--soaking peas, raisins, prunes. Note difference. Collect pictures of--or prepare--good foods using raisins. --Visit a store to see how many different ways apples are available in the store. --Take a trip to the store to see things being unloaded.	Science Changes in food Climates Plants and animals Transportation Social Studies Buying food People who help Source of food Transportation gives variety and foods at all seasons	Filmstrips (cont'd) "The Story of Bread"- Society of Visual Ed. "Railroads and the Food We Eat"- Ass'n. of American Railroads "The Story of Milk"- Society of Visual Ed. "Where Food Comes From"- Encyclopaedia Britannica Picture Collection Foods from animals Foods from plants Foods from the store Transporting food References Grade Teacher, April 1958, Is a Sweet Potato a Seed? Grade Teacher, May 1960, Baker's Dozen and Did You Every Eat a Root?

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
			References (cont'd) National Dairy Council, Animals That Give People Milk; Milk for You and Me See textbook listings
III. PROTECTING OUR FOOD			
A. We wash our hands before eating our handling food. B. We wash fruits and vegetables before using them. C. We keep our foods covered to protect them. D. We keep our milk products in the refrigerator. E. We keep some of our fresh foods in the refrigerator. F. We keep bread in a bread box. G. We preserve fall fruits and vegetables for winter H. We store nuts in a dry place. I.	--See previous grades. --Put foods with much water in them (apples, banana, tomato) and those with little water and a hard covering (nuts) on a plate. Let stand for several days. Discuss why the foods with much water started to spoil. What does this mean in terms of storing food? --How are foods kept fresh for long periods of time? --Discuss how the invention of the refrigerator and freezer has made life easier. --Discuss the importance of keeping some foods clean, cold, and well-covered. How is this done? --Visit a dairy to see how milk is pasteurized, kept clean, and cool. --Examine water under a microscope. Boil some of the water to sterilize it; then re-examine it. Compare results.	Health Cleanliness Safety Science Evaporation Food preservation Harmful plants that cause spoilage Microscope Pasteurization Water--dissolves	Field Trip Cafeteria Dairy Grocery store Filmstrips "Keeping Food from Spoiling"- Encyclopaedia Britannica Picture Collection: Where should we store these foods? References See textbook listings

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
	--Look for the government inspection stamp on meat. What does this mean? --Bring in samples of food storage containers. List the foods packed in each type. --Visit the cafeteria kitchen to see how food is prepared so that it is clean and good to eat. --Take a trip to the grocery store to see the things that are used to help cut, grind, and protect food. --Have pictures of foods and discuss where they should be stored. --Discuss how foods are preserved for later use. Make applesauce or jelly and save until later in year. Different methods of preservation can be demonstrated.		
IV. PREPARING AND ENJOYING OUR FOOD			
A. We use simple kitchen tools to make work easier and faster. B. We prevent accidents by wiping up spilled foods, using potholders, and being careful around electrical appliances.	--See previous grades. --Compare work required to do simple cooking jobs when using s tool and when doing the work by hand: --break apple, nut—hand, knife, nut cracker --chop nutmeats—knife, grinder --beat egg—fork, beater --juice oranges—hand squeeze, hand juicer, electric juicer	Arithmetic Copy numbers Count Measure Pint, quart, $\frac{1}{2}, \frac{1}{3}, \frac{1}{4}$ Health Attractive surroundings Cleanliness	Cookbooks Picture Collection Different kinds of food Foods in different forms Fruits, vegetables, eggs prepared in a variety of ways Machines used in the kitchen

FOOD EXPERIENCES IN HOMEMAKING

GRADE TWO

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
C. We like to watch the cafeteria and restaurant people work. D. We follow recipes, follow directions, and measure ingredients accurately. E. We have found that some foods dissolve and heat faster than others. F. We can prepare fruit and vegetable snacks. G. We can prepare milk drinks and snacks. H. We can prepare fruits in a variety of ways. I.	--Tell how electricity is used to get food ready to eat. --Collect pictures of machines or tools used in the kitchen. --Have a tasting party of new foods and different methods of preparation. --Hold up pictures of food and ask children to give changes that have taken place in the different foods—ex: baked cookies. --Demonstrate what happens when heat or cold is applied to food—ex: Jello is dry. Add hot liquid and jello dissolves and is liquid. Add ice cubes and jello becomes solid. --Discuss how to put out a fire in kitchen using water, soda, vinegar, salt, and blanket. --Have a "Sense Tasting Party"—let children hear and guess sounds heard in a kitchen; taste and guess foods; smell and guess goods; touch foods. --Prepare a variety of milk dishes—creamed vegetables, milk desserts. Make cottage cheese. Sample different kinds of cheese and use in cooking. --Make butter or ice cream.	Health (cont'd) Good manners aid digestion Safety Sharing Language Arts Follow directions Printed words tell a story Self expression Sequence in a recipe Write stories Science Changes in food Electricity Fire Learn by use of senses Temperature Tools and machines Sounds Water	Printed recipes References Grade Teacher, March 1961, School Lunch Learnings See textbook listings Sets of aprons

FOOD EXPERIENCES IN HOMEMAKING

GRADE TWO

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
	--Cook and taste mild and strong flavored vegetables. --Study recipes in a cookbook to discover the many uses of eggs in cooking. --Study cookbooks to discover the many different ways to prepare and serve fruit. Prepare and serve some fruit raw and some cooked. --Discuss what is pleasant and conversation to have at meals. --Practice chewing slowly and with mouth closed. --Write stories about the food studies. --Visit the cafeteria (or restaurant) --to see how they use machines to make work easier. --the methods they use for cook-foods. --the variety of ways they serve fruits, vegetables, milk, eggs. --how they make food appear attractive.	Social Studies Interdependence Sharing responsibilities	

CLOTHING EXPERIENCES IN HOMEMAKING

GRADE TWO

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
I. DRESSING FOR HEALTH AND APPEARANCE			
A. We wear clothing to protect us from the weather. B. We wear different clothing for different seasons and weather. C. We wear different clothing for different occasions. D. We wear clothing that fits us properly. E. Clothing can help to make us look more attractive. F.	--See previous grades. --Collect pictures from magazines, etc. showing children dressed for different occasions. Who provides the clothing? --Dress dolls in clothing suitable for four seasons. Explain why certain fabrics are best used. --Have child try on sweaters of her own, a smaller classmate, a larger classmate. Let class discuss the fit as to appearance. Let child discuss the fit as to comfort. --Let child borrow classmates' sweaters. See which colors go best with his outfit. --Using samples of clothing, demonstrate how some colors and patterns go together and some don't. --Have pictures of all types of clothing and in many colors and design. Use them to motivate a discussion on choice of clothing for different occasions, seasons, weather, and people. --Discuss why people choose to wear light colored clothing in hot weather; dark colored clothing in cold weather.	Art Color Design Health Clothing for protection Science Color Feel of fabrics Properties of fabrics Seasons	Exhibits Different types of clothing Samples of different fabrics Picture Collections Clothing for different occasions, weather, seasons, people. Clothing types in many different colors and designs. References Instructor, October 1960, A Look in the Mirror See textbook listings

CLOTHING EXPERIENCES IN HOMEMAKING

GRADE TWO

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
II. GETTING OUR CLOTHING			
A. Animals give us wool and silk for clothing. B. Plants give us cotton for clothing. C. Man makes thread from wool , silk, cotton. D. Man makes cloth from the thread. E. Man makes cloth into clothing. F. Many machines help man to make the fibers into clothing. G. Transportation makes it possible to get a variety of clothing. H. Clothing is bought in different kinds of stores. I. Mother buys us clothing at the store. J. Sometimes people give us clothing for gifts. K. Sometimes mother buys cloth and makes us clothing. L.	--See previous grades. --Makes posters of clothing that comes from plants and animals. --Plan a mural or chart on "Our clothes are made of many different fabrics." Make sections for cotton, wool, silk, nylon, etc. Have children collect pictures and put on chart in proper section. --Display pictures of animals and of plants and have samples of fabrics that come from them. --Use children's clothing to compare animals and vegetable (wool, cotton, silk) fabrics. Discuss how they look, what they do, etc. --Get different kinds of cloth. Use a magnifying glass to see how threads have been used to make the cloth. Let children make thread from cotton by pulling and rolling. Then use the threads to make cloth. The children might be interested in doing a simple weaving project (to make own cloth). --Discuss the kinds of stores where mother buys the family's clothing. --Look at catalogs (ex. Sears) to see what clothing is available. --Look at ads or magazines articles to learn how transportation has made it possible for us to have clothing from Europe, West coast, etc.	Science Machine Plants and animals Social Studies Making cloth People who help us Stores Transportation	Filmstrips How We Get Our Clothing, (4 filmstrips) Society of Visual Education Railroads and the Clothes We Wear, Association of American Railroads Picture Collection Articles of clothing found in stores Articles of clothing that can be made at home Clothing and fabrics from animals and plants Samples of wool and and cotton for children to touch and compare References See textbook listings

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
	--Have child tell about or model an article of clothing he has received as a gift. --Have children tell about or model garments that have been made for them. --Discuss the types of clothing that people usually buy instead of making. --Demonstrate what to look for when buying clothing (ex. fit, color, fabric).		
III. CARING FOR OUR CLOTHING AND OUR APPEARANCE			
A. We protect our clothing when we work and play. B. We put our clothing away when we take it off. C. We use a clothes brush to keep our clothing neat. D. We give special care to our dirty, wet or stained clothing. E. We give special care to our winter and summer clothing. F. We keep our body, hands, and hair clean.	--See previous grades. --Discuss how to protect clothing when working and playing (apron, smock, change clothing, etc.) --Make picture of closet and label how to use space. --Demonstrate how to keep things orderly when space is limited. --Display pictures of neatly arranged closets dresser drawers. --Discuss how to care for winter and summer clothing when not in use. --Display hangers, etc., for hanging up clothing. --Assemble a "good grooming" kit for class. Encourage children to repeat at home. --Demonstrate how to shine shoes.	Art Color Design Health Care of clothing Health habits Personal appearance Language Arts Self expression Words and pictures Write story Science Color Tools	Exhibit Grooming aids Hangers Picture Collection Different kinds of clothing Neatly arranged closets Well groomed and poorly groomed children References See textbook listings

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
G. We comb our hair when it needs it. H. We look and feel better when we have good posture. I. We look better when our clothing is neat and clean and appropriate for the occasion. J. We try to smile often. K. We use a mirror to see how we look. L.	--Demonstrate how to wash and dry hands. Discuss what to do if hands get chapped. --Demonstrate how to use a nail brush. --Discuss how--and when and where--to comb hair. --Display pictures of children neatly and appropriately dressed and of children not well dressed. Discuss what makes the children appear well-groomed; what can be done to help children not well groomed. --Write names of clothing on board. Match picture of clothing with the word. --Write story or letter about how to care for clothing, dress attractively, etc. --Encourage children to check appearance in mirror before leaving bedroom or bathroom. --Have a "personal appearance check" each morning.	Science (cont'd) Water--dissolve, evaporation	
IV. SEWING FOR FUN			
A. Sewing tools make sewing easier. B. The sewing machine makes sewing C. We use our sewing tools correctly and safely.	--See previous grades. --Demonstrate how to carry and use sharp objects such as scissors, needles, pencils. --Use the sewing machine to make a simple project.	Art Choosing colors Creative designs	Exhibits Sample gift projects References Grade Teacher, January 1961, *A Mural in Yarn.*

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
D. We can make simple gifts and things we need when we know how to sew. E. Knitting, crocheting and embroidering can be good hobbies. F.	--Demonstrate the use of a sewing kit or box for storing sewing supplies. --Sew a ten inch seam by hand and another seam by machine. Compare results as to ease of doing, time required, appearance of finished seam, etc. --Demonstrate how to do simple knitting, crocheting, or embroidering. Let children make a simple project. --Simple sewing projects might include burlap mats for school use, felt pad and pencil kits, bean bags, afghan squares.	Health Safety Self expression Language Arts Follow directions Sharing Science Color Sounds Tools Social Studies Doing something for others Hobbies	References (cont'd) See textbook listings
V. LEARNING ABOUT THE HISTORY OF CLOTHING			
A. The people in the past had different kinds of cloth and clothing. B. The people in the past had different ways of making cloth and clothing. C.	--Have parents or grandparents tell how their parents made cloth and clothing. --Display pictures of sewing bees, home sewing, clothing of past years.	Art Color Design Health Courage Hobbies Safety Self expression	Picture Collection: Clothing worn in years past. Early family life Making cloth References See textbook listings

CLOTHING EXPERIENCES IN HOMEMAKING

GRADE TWO

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
		Language Arts Follow directions Research Sharing Write stories about past	
		Science Color Making cloth Machines and tools	
		Social Studies Early family life Sharing--interdependence Hobbies Meeting basic needs New inventions	

FAMILY LIFE EXPERIENCES IN HOMEMAKING

GRADE TWO

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
I. LEARNING ABOUT PEOPLE			
A. People need food, clothing, shelter. B. People are happy when they have families, homes, and friends. C. People are happy when they share things and are good winners and losers. D. People can learn to overcome fear and to control anger. E. Children should talk over their problems with their parents. F.	--See previous grades. --Discuss what to say when you meet new friends. --Discuss how we feel when we quarrel. --Discuss why children fight. How can they prevent it? --Discuss why mother scolds. How can you help her not to scold? --Make a chart of leisure time activities. --Collect pictures of different ways children entertain themselves.	Art: Draw pictures of people, activities Health Basic needs Courtesy Emotions Sharing Sportmanship Language Arts Dramatization Introductions Self control	Filmstrip "Growing Up"— Encyclopaedia Britannica Picture Collection: Children's fun Unhappy children and people References Anglund, A Friend Is Someone Who Likes You Metropolitan, About Us and Our Friends See textbook listings
II. LIVING IN THE FAMILY			
A. Families are made of people who like and help each other. B. Each family member has an important role to play in his family.	--See previous grades. --Write a story of your family and how you like and help each other. --Act out how you live in a family. --Show pictures of family groups. Discuss the people who make up the family group. --Discuss differences in a family of one child and of several children.	Art Draw pictures of families Health Family characteristics Family roles Sharing	Filmstrips "Families Around the World Series"— Encyclopaedia Britannica "Family Fun" — Encyclopaedia Britannica

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
C. Family members accept and share the family responsibilities. D. Family members cooperate with each other. E. Family members share their possessions. F. Family members work and play together. G.	--Show pictures of farm animals and their babies. How do the parents care for the babies? --Show pictures of individual family members performing necessary duties. --Tell how a baby learns to walk and talk. --Discuss ways you can help parents. --Discuss how different ages give different pleasures and responsibilities. --Show pictures of family problems. Discuss what is happening. Has it ever happened to you? What would you do? --Discuss what things you could sometimes plan with parents. --Tell how electricity is used for your fun. --Discuss some of the things you and your family do for fun. --Write a story about things the family buys with father's pay. --Draw pictures showing "What Families Can Do Together." --Make booklets about "My Family."	Language Arts Cooperation Courtesy Dramatization Routines Self control Write and tell stories Social Studies Family life Family role	Filmstrips (cont'd) "Helping Mother and Father"— Encyclopaedia Britannica "Mother Cares for the Family"— Society of Visual Education Picture Collection Family groups Family activities Family problems References Appell, We Are Six. . . The Story of a Family See textbook listings

FAMILY LIFE EXPERIENCES IN HOMEMAKING

GRADE TWO

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
III. LIVING IN THE COMMUNITY			
A. Many families live in a community. B. The people in our community work together as they do a family. C. The community has many facilities and services for our use. D. The people in our community help to provide us with the things we need. E. The people in the country and in the city depend upon each other for goods and services. F. People in a community are happier if they are friendly and considerate. G. People are happier when they know how to behave in the different community facilities. H.	--See previous grades. --Tell about the different families that live in your neighborhood--size of family, type of home, etc. --Take trips to the different community facilities and discuss how they help the people. What should the people do in return. --Discuss how everyone can do something and how people do different kinds of work. We all benefit from the work of others. --Discuss all the possible ways for saying "thank you" to people in the community for what they have given you. --Practice how to act in a restaurant, library, person's home, etc. --Tell how you feel when someone is nice to you; when you are nice to someone else.	Arithmetic Number concepts Art Draw pictures Health Courtesy Facilities Sharing Language Arts Comparing Cooperation Dramatization Group worth Routines Tell story Social Studies Community helpers Interdependence People	Picture Collection Community facilities Community helpers References Grade Teacher, Jan. 1960, Community Helpers Grade Teacher, Feb. 1960, Our Town See textbook listings

FAMILY LIFE EXPERIENCES IN HOMEMAKING

GRADE TWO

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
IV. LEARNING ABOUT THE HISTORY OF FAMILY LIFE			
A. We can appreciate family life more when we know how people lived in the past. B. We can appreciate the people of the world more when we understand how they live and act and the things they do for us. C.	--Have parents talk about life when they were little. --Have children tell about trips to other communities. Discuss likenesses and differences.	Art Draw pictures Language Arts Dramatization Research Tell story Social Studies Family life Heritage Passage of time People--relationships	Picture Collection Family life in different periods of history References Grade Teacher, Nov. 1962, The Pilgrims See textbook listings

HOUSING EXPERIENCES IN HOMEMAKING

GRADE TWO

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
I. LIVING IN HOMES			
A. Homes provide us with protection. B. Homes are places where family members live together. C. Homes are places where we can have fun together. D. Homes are places where we can sleep. E. We like to share our toys and our possessions. F. We should take care of and return things we have borrowed when we finish with them. G. Homes are places where we can bring our friends. H.	--See previous grades. --Show pictures of houses. Discuss what kind of families live in them or will move into them. What might a family do in that house? --Show pictures of different weather conditions and ask children to tell how a good house would serve as protection. --Show pictures of different types of houses and ask children to tell how the houses offer protection; what they like about the houses; --Discuss what things make a good home? --Make a scrapbook of different kinds of houses in the community, state, country, or other countries. --Discuss how we must return things in good condition that are lent to us.	Health Family fun Family life Friendship Homes Protection Sharing Language Arts Cooperation Courtesy Dramatization Routines Tell or write stories about homes Social Studies Basic needs of housing Family life Friendships Houses and homes Sharing Values that influence home life	Resource Unit: Our Homes, Warren, Ohio Public Schools, November 1956 Filmstrips "Family Fun" – Encyclopaedia Britannica "Why We Need Homes" Encyclopaedia Britannica Picture Collection Home life Houses Weather (kinds) References See reference and textbook listings

HOUSING EXPERIENCES IN HOMEMAKING

GRADE TWO

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
II. GETTING AND FURNISHING OUR HOMES			
A. Homes differ in size, materials, and color. B. Homes are made of wood, stone, and brick. C. Building a home is a big job. D. The builder follows a plan when he builds a house. E. Many people help to build a home. F. Transportation makes it possible to have a variety of building materials. G. Many types of furniture are used in our homes. H. Some furniture is made of wood and metal. I. Some furnishings are made of wool and cotton. J. Homes can be made more attractive with plants, decorations, and personal collections.	--See previous grades. --Show pictures of homes and ask children to tell how they differ. --Tell about the workers who help to build houses or keep them in repair. --Write names of workers on board. Identify picture of worker that goes with each name. --Display pictures of single, double, apartment, primitive houses. --Draw a picture of a house you would like to live in. Tell why. --Make book of pictures that show how stone is used in a building. --Label samples of materials used in building a home. --Discuss the needs of a home--light, heat, books, fun, furniture. --Visit a home under construction. --Examine house plans and discuss how they are like a map. --Discuss the things which make a house good. In what parts of the house are these things located? Of what materials are these things made?	Arithmetic Compare things Count Group, classify Art Draw pictures of houses Home decorations Language Arts Follow directions and plan--house Pictures, words, sounds Self expression Write or tell stories about housing Science Building materials Machines, tools Transportation	Exhibit Building materials Burns: World Full of Homes, McGraw Hill, N. Y., 1953 Werner: Houses, Simon and Schuster, N. Y., 1955 - 25¢ Filmstrips "Men Who Build Our House" Encyclopaedia Britannica "Parts of a House"–Encyclopaedia Britannica Picture Collection Homes Home builders Home decorations Home furnishings References See reference and textbook listings

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
K.	--Collect pictures of furniture used in a home. Label samples of materials used in building the furniture and in making the furnishings. --Discuss where and how we get the furniture and furnishings. --Create artistic arrangements of flowers. Have a garden show to display them. --Demonstrate different ways of storing and displaying personal collections. --Discuss how a house is kept warm in winter. --Find out the different temperatures in your home--near furnace, in the kitchen, in the refrigerator, in the freezer, near the ceiling, near the floor.	Social Studies Building homes People who help Source of materials Transportation Variety in housing	
III. CARING FOR OUR HOMES			
A. It is fun to help at home when you know how. B. There are many things that we can do to help at home.	--See previous grades. --Discuss errands you can run for mother. --Make a list of the many jobs you can do at home. --Discuss the workers who help us to keep our homes in good repair.	Health Cleanliness Courtesy Family roles Safety Sharing	Exhibit Cleaning supplies Filmstrips "Machines and Tools to Help Us Work"—Society of Visual Education

HOUSING EXPERIENCES IN HOMEMAKING

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
C. We can try to find new ways of making work easier. D. There are many machines to help us with the work in our homes. Some machines are run by electricity. E. There are special jobs to do around the home in winter and in summer. F. Many people help us in caring for our homes. G. We try to avoid accidents by being careful when we work and play. H. There are different types of stores. I. Some stores where we shop are close to where we live; others are further away. J. Many people help us in the stores. K. We have many rules to help us when we go shopping. L.	--Collect pictures of household appliances which are examples of different types of machines. Discuss how they make work easier. On back of each picture list questions that might be asked about each machine. --Discuss the special jobs that must be done around the home in spring and in winter. Which ones can you do? --Discover the electric tools and machines that are used in the laundry, kitchen, bakery, bathroom, school cafeteria, etc. --Make a collection of soaps and tools for washing and cleaning things. --Discuss how we can avoid accidents around fire--use hot pad, clothes on fire. --Plan a trip to different types of stores to see what they sell, how they get their products, who works in the store, how we should act in the store, etc.	Language Arts Cooperation Courtesy Follow directions in use and care of machines Routines Discussions Self expression Tell or write about homes Science Chemicals for cleaning Electricity Fire Machines, tools Safety--prevent accidents Seasons and home care Social Studies Buying rules Family roles Interdependence People who help us Sharing chores Stores	Filmstrips (cont'd) "Mother Care for the Family" — Society of Visual Education "Learning to Use Money"— Society of Visual Education Picture Collection Electrical helpers Family prepares for summer, winter Machines in the home Stores References See reference and textbook listings

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
IV. HAVING FUN IN OUR HOMES			
A. Many families have fun on picnics. B. Holidays are times when we have fun. We like to decorate and do many things. C. It is fun to entertain our friends in our homes. D.	--See previous grades. --Draw pictures showing "What Families Can Do Together." --Discuss some of the things you and your family do for fun. --Collect pictures of different ways children entertain themselves. --Show pictures of family holidays. Discuss how to make these happy occasions. --Collect pictures of different ways to entertain friends. Discuss what is necessary if these are to be happy occasions for you, your family, and your friends. --Discuss how you should act when a family member is entertaining a friend.	Health Fun Safety Sharing Language Arts Cooperation Courtesy Dramatization Guest and host roles Introduction Write or tell stories about family fun Social Studies Family fun Family relations Friendships Holidays Sharing	Filmstrip "Family Fun"— Encyclopaedia Britannica Picture Collection Children's fun Entertaining friends Family fun Holidays References See reference and textbook listings
V. LEARNING ABOUT THE HISTORY OF HOMES			
A. We can appreciate our homes more than we know how people lived in the past.	--Discuss how houses are better today than in the past. What do we have in our homes that make them more comfortable to live in.	Art Draw pictures of early homes and home furnishings	Filmstrip "Houses of Long Ago"- Encyclopaedia Britannica
B.			

HOUSING EXPERIENCES IN HOMEMAKING

GRADE TWO

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
	--Collect pictures of common home items of one or two generations ago.	Language Arts Dramatization New words Research Write or tell stories Social Studies Attitudes--appreciate homes Early home life Heritage Inventions and machines	Picture Collections Homes of different periods in history Home utensils of different periods in history References See reference and textbook listings

FOOD EXPERIENCES IN HOMEMAKING

GRADE THREE

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
I. EATING FOR HEALTH			
A. We need food to grow, to keep well and strong, to supply energy, to satsify hunger, give pleasure, and to keep warm. B. We need to eat something from each of the 4 Basic Food Groups everyday. C. We need to eat more fruits and vegetables when we are sick. D. We have different reasons for liking and disliking food. E. We can learn to enjoy foods that are good for us. F. We try to avoid having tea and coffee. G. We eat sweets only after our meals. H. We eat a good breakfast every morning. I. We eat well-balanced meals everyday.	--See previous grades. --Have a tasting party of foods good for elimination of body wastes. --Tell how you can tell your body uses food for growth (weight, cut nails, cut hair, larger clothing), repair (sunburn, cuts, blisters, broken nail), warmth (ice in mouth, sit on cold chair), movement (eyelids move, breathing blood moving, parts of body move). --Develop unit around contents of various foods. List and classify foods. Cut pictures of foods from magazines and store in envelopes by groups. --Make picture sets of Basic 4 Groups giving foods that are alike in each group. Group 1, milk; group 2, meat - most animal sources; group 3, fruits and vegetables - most plant sources; plus one sweet group. Stress tea and coffee not included. --Plan cafeteria lunch and discuss "why this menu" - prepare breakfast to go with it at home or school.	Arithmetic Adding, subtracting Counting Grouping foods Weight--pounds, ounces Art Decorate place mats for tasting party Draw pictures of foods Make charts, murals, posters Health Diseases of body Health habits Planning meals	Filmstrips "Growing Up"– Encyclopaedia Britannica "Proper Foods" — Encyclopaedia Britannica "Skimpy and a Good Breakfast" — Cereal Institute "Why Eat a Good Breakfast" – Encyclopaedia Britannica "What's in Our Food?"— American Bakers Assoc. Picture Collection: Foods in basic groups Foods used for sweetening Good snacks How body uses food References Grade Teacher, Sept. 1962, Milk, The Food That Tops Them All Florida Citrus, What You Eat

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
J. We are responsible for eating the right foods. K.	--Use food models to test menu planning. Check ability to plan good menus and to detect undesirable food habits. --Plan and prepare "Good Bedtime Snacks." --Prepare a box of nutritious delicacies for sick classmates. Stress fruit and cereal goodies. --Make a list of liked and disliked foods individually or by class. Do the "liked foods" serve the body's needs? Do"disliked foods" serve the body's needs? --Teach children to like new foods by having a tasting party of foreign foods, foods served in homes, or different ways of preparing a food. --Try the "2-bite" way of learning to like new or unusual foods. --Make daily food charts of good snack foods to take home. --Ask mothers what foods in each Basic Group they prepare at home. --Discuss what dentist had to say in regard to foods and the amount of sweets and candy. --Discover naturally sweet foods. Sample those that taste sweet without adding sugar. --Discuss foods used for sweetening. How are they produced?	Language Arts Dramatization Follow directions Invitations, introductions New words Routines Self expression Write or tell stories Science Body characteristics Body changes food Research Social Studies Importance of food Variety available	References (cont'd) General Mills, Eat and Grow National Diary Council, Child Feeding Posters, Food Models, Guide to Good Eating. See reference and textbook listings

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
II. GETTING OUR FOOD			
A. Plants and animals give us a variety of foods which are used in different ways in our diet. B. Many people help to get the plants and animals to us in the form of food. C. We buy foods in different types of stores. D. Food can be bought in many different forms. E. We have roles to help us when we buy milk and milk products, cereals, fruits, vegetables, meat, fish, eggs, nuts, and sugar. F.	--See previous grades. --Visit a grocery store. Make a list of foods from other countries (imported). Make a class list of those foods tasted and those eaten regularly. Locate on map where first produced and used. --Pictures or samples of different methods of preserving foods. Have a tasting party of samples of fresh and preserved foods. --Compare peas--frozen, canned, dried, fresh. --Check store prices to see most economical form of food preservation. --Make a collection of food containers. --Exhibits of different parts of plants we eat. Classify vegetables as to parts of plants from which they come. --Exhibits of cereals and foods made from them. Make rolls. --Name all animals that give people milk. Sample. --Discuss primitive grinding and threshing equipment and methods. --List same foods eaten by people and animals.	Arithmetic Compare items, prices Count, add Group, classify Weights and measures Art Draw or make food pictures, scrapbooks, posters Make exhibits of food groups, types, etc. Language Arts Follow directions New words Research Write or tell stories about foods	Exhibits Dairy products and other food containers Labels Nuts Primitive grinding equipment Sugar--varieties Field Trips Grocery store Neighborhood market Film "Uncle Jim's Dairy Farm," National Dairy Council Filmstrips See grade 2 listings Picture Collection Animals that give milk The many forms of milk Methods of food preservation Milk in our diet Parts of plants used for food

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
	--Visit market--note varieties of bread offered, the prices, how wrapped, size loaves. --Discuss different kinds of corn. How used? Test cornstarch with iodine. Test inside of kernel of corn (starch). Repeat for field corn, popcorn, canned corn, hominy, grits, etc. Take corn off cob. Have a popcorn party. --Name foods in milk group, tell foods prepared at home with milk; various ways milk is processed; price of milk in various forms. --Discuss weights and measures used with dairy products. --Collection of containers for dairy products. Discuss all the purposes they serve (protect, delivery, ad, etc.). --Collect samples of nuts in shells. Taste. --Collect samples of granulated, brown, maple, beet sugar. Tell where to get and how used. --Name some common foods not grown in this country but brought from other countries. How do they get here?	Science Changes in food Evaporation Experiments Plants and animals provide food Preservation of food Transportation Social Studies Buying food Conservation People who help Primitive methods Source of food Transportation	References Grade Teacher, Oct. 1957, Farm Unit National Geographic, Aug. 1947, Our Vegetable Travelers National Geographic, Sept. 1951, Fruits, How They Came to America American Bakers Assoc., Come Along and Watch Us Bake Taystee Bread, Your Daily Bread and Its Dramatic History American Fruit Growers--Buying Guide for Fresh Fruits and Vegetables American Institute Baking, Bread in the Making American Meat Institute, Where Meat is Grown and Where Meat is Eaten American Museum of Natural History, Cereals and Civilization, Rice as a World Food

FOOD EXPERIENCES IN HOMEMAKING

GRADE THREE

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
	--Do research at home--read labels to see what label tells about what is inside container, ingredients, etc. --What Bible stories, rhymes, folk tales tell about bread (Miracle of loaves and fishes, hot cross buns)?		American Sugar Refining Co., Story of Sugar Cane Kellogg, The Grains Are Great Foods National Dairy Council, Buttermaking in the Classroom, Maybe I'll Be a Dairy Farmer, Maybe I'll Be a Milkman, Milk for You and Me, Milk made the Difference, My Friend the Cow Ralston, Whole Wheat Structure Sunshine Biscuits, Story of Wheat Swift and Co., Story of Dairy Animals, Story of Meat Wheat Flour Institute, From Wheat to Flour Corn Industries, Our Gift from the Indians See references and textbook listings

FOOD EXPERIENCES IN HOMEMAKING

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
III. PROTECTING OUR FOOD			
A. Our milk, water, and food supply require special care to keep them safe for our use. B. Refrigeration has made it possible to keep our food cold. C. The stores use many methods for keeping our food fresh and clean. D. The government makes laws to protect our food. E. Food can be canned or frozen for use at a later time. F.	--See previous grades. --Make a collection of cans and frozen food packages. What are other ways of keeping food from spoiling? Collect as many different types of foods preserved by other methods as possible. --Discuss why we spend so much time and effort to preserve food. --Collect or draw pictures of methods of food preservation. --How was food cared for before we had refrigeration? --Take a trip to a food store to see how food is kept fresh or is protected from spoiling. --Ask the food store manager, school lunch manager, etc. to discuss what the government requires them to do in order to protect our food. --What care should be given the frozen food that we buy at the store. --Show pictures of food and have children tell where it should be kept. --What should be done with the milk, left-over food, etc., as soon as you are finished with them.	Health Cleanliness Safety Science Changes in food Evaporation Food preservation Harmful plants that cause spoilage Microscope Pasteurization Refrigeration Water dissolves Social Studies Conservation Government--laws People who help Primitive methods	Exhibits Food storage containers Field Trips Cafeteria Grocery store Filmstrips "Keeping Food from Spoiling," Encyclopaedia Britannica Picture Collection How stores protect our food Keeping food cold Preserving foods Where do we store these foods References See reference and textbook listings

FOOD EXPERIENCES IN HOMEMAKING

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
IV. PREPARING AND ENJOYING OUR FOOD			
A. Food is prepared for eating in a variety of methods.	--See previous grades. --Make own cookbook. Include pictures.	Arithmetic Copy numbers Count	Cookbooks
B. Many people work to prepare food for us.	--Prepare different forms of bread for breakfast--biscuits, French toast, cinnamon toast, etc.	Measure Pint, quart, gallon, $\frac{1}{2}, \frac{1}{3}, \frac{1}{4}$	Picture Collection Attractive table settings
C. Our kitchen tools must be used safely and given good care.	--Pictures of fruits and vegetables and ways we eat; raw--in skin or peeled, cooked by different methods. Prepare and sample a variety.	Quantity Temperature--thermometer Weight	Food dishes can be attractive Fruits and vegetables--ways we eat them
D. Science helps us when we cook.	--Have a "Recipe Reader" to keep all informed of procedure.		How we cook food Know the science behind cooking (food products to illustrate principles)
E. Heat changes food in many ways.	--Tell what foods you eat at different meals that do not need cooking.	Art Attractive ways of serving food	
F. There are different ways of preparing food to give variety in our diets.	--Investigate ways foods are prepared at home. How did mother learn these?	Attractive table setting	One job--a variety of tools (ex. variety of eggbeaters)
G. Eating is fun when we have good manners.	--Tools for cooking--demonstrate uses and care. Ex. - potholders, thermometer; wash and dry knives and how to store them; kinds of pots and pans--good and poor heat conductors, handles to back of stove, lifting off lid.	Make cookbook with pictures	These foods are good eaten raw Tools for cooking
H. Eating in the cafeteria or restaurant is fun when you know what to do.		Health Attractive surroundings Cleanliness	Printed recipes References
I. A good host and guest know how to act.	--Demonstrate science principles: --Make rolls or bread to demonstrate use of warm air to help yeast to work. --Ice cream melts--how prevent on picnic?	Good manners Safety Sharing	See reference and textbook listings Sets of aprons
J.	--Investigate the many places that food can be cooked.		

FOOD EXPERIENCES IN HOMEMAKING

GRADE THREE

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
	--Heat causes change--demonstrate carmelizing sugar; boil vegetable or fruit in water for ½ hour. Compare with fresh--examine under microscope, taste, smell, touch. Boil potato to get softer, egg harder, onion change flavor. Color changes in cooking. Make candy by boiling sugar and water. --Demonstrate how man has improved on a kitchen tool to make work easier--fork, whisk, egg beater, electric beater for beating egg. --Ways for making food appear more attractive. What is the effect of overcooked or unattractive foods on cafeteria sales? What do cafeteria workers do to make food more attractive? --Demonstrate use of napkin. --Practice chewing food with mouth closed. --Demonstrate proper way to eat a sandwich. --Demonstrate setting table correctly and correct table manners. --Have a "Reporter" to give suggestions about courtesy and table manners.	Language Arts Follow directions Self expression Sequence in a recipe Write stories Science Changes in food--texture, form, flavor, color, taste Electricity Evaporation Fire Insulation Magnets Temperature Tools and machines Sounds Water Social Studies Cleanliness factors Conservation Interdependence Machines Sharing responsibilities	

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
	--Draw pictures illustrating right and wrong ways of eating. Ex. - spoon left in cup, leaning on table, table set incorrectly. --Make milk dishes--cheese, butter, ice cream, pudding and egg nog with three forms of milk. --Make porcupine meat balls to correlate with source of meat lesson and as a basic for the lunch menu. Have children bring fruit and sandwiches from home. Get milk from cafeteria. --Make raw vegetable snacks or fruit candied to serve at class parties.		
V. LEARNING ABOUT THE HISTORY OF FOOD			
A. The kitchens in our homes have changed during the past years. B. It is fun to cook and eat some of the favorite foods of past years. C.	--See previous grades. --Show pictures of pioneer kitchens and see apple rings, corn on cobs, etc., hung to dry. Prepare some of these foods. --Ask parents and grandparents and do reading to discover how much easier it is to prepare meals today than it was 50 years ago. --Use primitive methods for grinding and threshing wheat. --Grind corn for a typical pioneer dish such as hasty pudding.	Art Draw pictures of early kitchens and foods Language Arts Dramatization New words Research Write or tell stories	Exhibits Grinding equipment Picture Collection Pioneer kitchens

FOOD EXPERIENCES IN HOMEMAKING

GRADE THREE

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
		Science Changes in food Evaporation Food preservation Social Studies Conservation Early home life Inventions - machines	

CLOTHING EXPERIENCES IN HOMEMAKING

GRADE THREE

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
I. DRESSING FOR HEALTH AND APPEARANCE			
A. We wear clothing to protect us from the elements, to help our appearance, and to assist us in our different activities. B. We need different clothing for work, play, dress up, special work, weather, sleep, and variety. C. We wear clothing that is comfortable and fits well. D. People in all parts of the world wear clothing, but it may be different from ours. E.	--See previous grades. --Plan clothing to take on different kinds of trips. --Collect pictures of clothing boys and girls wear in winter and in summer. --Bring doll clothes to school and display. --Collect pictures of a family dressed for different occasions for the present, for grandparents time, for long ago. --Mount pictures showing a fashion parade. --Window shop to see the variety of clothing and fabrics available. --Collect pictures and articles about clothing from newspapers and magazines. --Use the colors of the rainbow as a guide in choosing colors of clothing. --Discuss how to dress to keep cool in summer and warm in winter. --Try on classmates' clothing to test for fit and comfort. --Collect pictures of clothing worn by people in other countries.	Art Color Design Health Appearance Comfort Protection Science Color Properties of fabrics Seasons	Picture Collection Clothing for different occasions, weather, seasons Clothing of other countries Colors of the rainbow Family clothing in different periods of history References Instructor, Sept. 1960, Our Clothing Unit Instructor, Nov. 1960, Our Indian Project See reference and textbook listings

CLOTHING EXPERIENCES IN HOMEMAKING

GRADE THREE

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
II. GETTING OUR CLOTHING			
A. We use the hair of some animals or the fibers of some plants to make cloth. B. We use many man-made fibers for making cloth. C. Man makes the fibers into threads. D. Man makes the thread into cloth. E. Many people and many kinds of work are necessary to supply us with clothing. F. People have used science to learn how to make better cloth. G. We make machines that spin and weave cloth better and faster. H. Machines and good transportation make it possible for us to have more clothing and a greater variety of it.	--See previous grades. --Collect pictures of animals and advertisements for products they give. --Collect pieces of woolen material and compare them with pieces of cotton, rayon, silk, and linen fabrics. Let children judge which seems softest, smoothest, warmest. --Make list of things you wear which come from animals and plants. --Carding and spinning wool is a good way to learn how tedious it once was to satisfy clothing needs. --Demonstrate difference between woven and knitted material. Demonstrate simple knitted stitch. --Experiment weaving on paper or with yarn. Make looms, weave pattern. --Collect samples of cloth, weaves, colors, kinds. --Pull piece of cloth apart to examine weave and fibers in thread. --Untwist piece of yarn and discover individual fibers. --Compare processes of making wool, cotton, flax into cloth. --Collect samples of each and make a flow chart showing production.	Arithmetic Measurements Buying cloth and clothing Art Charts and posters Color--dyeing cloth Language Arts Clothing vocabulary Name clothing with different sounds, etc. Write stories about source of clothing Science Air--insulation (clothing for warmth) Dye cloth Machines Man-made fibers Role of science	Exhibits Samples of wool and cotton for children to touch and compare Samples of woven, knitted, and felted materials Filmstrips "How We Get Our Clothing" (4 filmstrips) Society of Visual Ed. "Railroads and the Cotton We Wear" — Ass'n. of American Railroads Picture Collection: Articles of clothing found in stores Articles of clothing that can be made at home Clothing and fabrics from animals and plants References Rogers, First Book of Cotton See reference and textbook listings

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
I. Woolen clothing is usually warmer than clothing made of plant fibers. J. Clothing is bought in many different kinds of stores. K. It is important that we choose our clothing wisely. L. We go shopping for our clothing. M. We receive clothing for a gift. N. We have clothing made for us. O.	--Find out how felt is made. Let children see and feel as great a variety of cotton materials as possible. Compare fine linen vs. coarse linen. --Make three posters on cotton showing: Wearing apparel, Industrial cottons, Household cotton. --Demonstrate meaning of tub fast, vat dyed, sanforized, preshrunk. --Dye samples of different fabrics with natural and commercial dyes. --Use terms "inches, foot, yard, width, length" with fabrics. --Report on personal experiences while shopping for clothing. --Use advertisements from paper to find prices of clothing.	**Social Studies** Buying cloth and clothing Construction of cloth and clothing Machines People who help us Source of fibers, etc. Stores Transportation gives variety	
III. CARING FOR OUR CLOTHING AND OUR APPEARANCE			
A. We appreciate and care for our clothing because so much work has gone into it. B. We work to keep our clothing neat and clean by giving it the proper care as soon as it is needed.	--See previous grades. --Tell what clothing is the hardest to care for. Discuss how this care might be made easier. --What are the machines in the home that help care for clothing? --What are the places in the community that wash or clean clothing.	**Health** Attitudes Body care Cleanliness Health habits Perspiration Teeth	**Exhibits** Grooming aids **Picture Collection** Neatly arranged closets "How should we care for this?"– pictures of clothing Well groomed and poorly groomed children

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
C. We use a variety of "grooming aids" to take care of our clothing.	--Salt, waste, and water come through the pores of the skin as perspiration. What are the best ways for getting it off the body?	**Language Arts** Discussions Words and pictures Write story about appearance	**References** See reference and textbook listings
D. We give special care to our clothing when it is needed.	--Discuss harmful bacteria and how it gets into the body. --Discuss how you feel after you have washed the body.		
E. We wash our bodies daily and our hair when necessary to get rid of body perspiration and oil.	--Discuss why people prefer to be with people who are neat and clean. --Demonstrate proper way to keep skin healthy, wash off old oil, care for blackheads, etc.	**Science** Bacteria Chemicals for cleaning body, clothing Machines, tools for clothing care Water--dissolve, evaporation	
F. We enjoy a warm bath or shower.			
G. We keep our teeth clean by brushing daily and, whenever possible, after eating.			
H. We try to appear cheerful at all times.			
I.			

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
IV. SEWING FOR FUN			
A. Sewing is easier when we use our sewing tools and sewing machine correctly and safely. B. We can make simple gifts and things we need when we know how to sew. C. Needlework makes a good hobby. D.	--See previous grades. --Make simple gifts--ex. felt scissor cases, compact and lipstick cases, shoe bags. --Burlap mats, 12" x 18", or burlap squares are good for creative stitchery projects. --Children can knit squares for an afghan or rectangle pieces for pin cushions. The knitted squares can be used to make coverlets for the kindergarten. --Bring old fabric and decorations from home to make puppet clothes. The puppet heads can be made in art class. The clothes are made on the sewing machine.	Art Choosing colors Creative designs Health Safety Self expression Language Arts Follow directions Sharing Science Color Sounds Tools, machines Social Studies Doing something for others Hobbies	Exhibits Sample gift projects Sewing tools References See reference and textbook listings

CLOTHING EXPERIENCES IN HOMEMAKING GRADE THREE

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
V. LEARNING ABOUT THE HISTORY OF CLOTHING			
A. Long ago people had to wear what they could spin or weave for themselves. B. All sewing had to be done by hand. C. Clothing is better fitting and more comfortable today than in the past. D.	--See previous grades. --Discuss how people in different parts of the world dress and sew. --Demonstrate early methods of dyeing cloth. You might use for dye--walnut bark, red oak, hickory bark, goldenrod juice and indigo and alum, outer skins of onions, sassafras and barberry bark, red cabbage, beets, tea, etc. --Carding and spinning wool is a good way to learn how tedious it once was to satisfy clothing needs.	Art Color Design Health Comfortable clothing Hobbies Safety Self expression Self reliance Language Arts Follow directions Research Sharing Write stories about past Science Color Making cloth and clothing easier and better Machines and tools	Picture Collection Clothing from different periods of history Early family life Making cloth References See reference and textbook listings

CLOTHING EXPERIENCES IN HOMEMAKING

GRADE THREE

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
		Social Studies Early family life Sharing--interdependence Hobbies Meeting basic needs New inventions	

FAMILY LIFE EXPERIENCES IN HOMEMAKING

GRADE THREE

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
I. LEARNING ABOUT PEOPLE			
A. People need food, clothing, shelter, and affection. B. People are happy when they are part of a group. C. People need to share and take turns if they are to get along. D. People need to respect the wishes and feelings of others.	--See previous grades. --Collect pictures of children crying, laughing, fighting, playing together. Discuss which are better. Why? How handle? What caused? Why wrong in behaving this way? --Discuss fights. What causes fights; keeps them going; how end; how avoid? --Show pictures of situations third graders might face. Have children tell how they would feel in each situation.	**Health** Consideration for others Courtesy Emotions Sharing **Language Arts** Cooperation Dramatization Routines Self control Reports--oral and written	**Picture Collection** Children in different situations Children displaying different emotions **References** See reference and textbook listings

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
E. People have similar feelings when faced with similar situations. F. People gain pleasure from helping others. G. People need to realize that they are alike and different in many ways. H.	--Discuss "helping others" – what might they do to help in school, home, on street? Might include the importance of good manners as one way of helping. --Let each child think of one thing he might do to help someone. After he has done this, have him report to the class on how he felt and what the person he had helped had said.	Social Studies Basic needs Interdependence People--role	
II. LIVING IN A FAMILY			
A. Families are made of different members. B. Each family member contributes to the general welfare of the whole family and so he is important. C. Children of different age levels and sex have different privileges and responsibilities. D. Each family member respects the viewpoint of the other family members.	--See previous grades. --Discuss ways: "Parents help baby," "People care for you," "You help others." --Discuss why child should work at home. --Discuss the importance of the child's work in the home. --List the work that children can do for mother and dad. --Discuss how sex and age make a difference in family life. Make a list of these differences. Discuss reasons why these differences exist. Children might consider if these are true for all families. Why not?	Health Family relations Family roles Family unit Friendship Sharing Language Arts Cooperation Courtesy Dramatization Routines Self control Write or tell about things	Filmstrips "Family Fun" – Encyclopaedia Britannica "Growing Up" – Encyclopaedia Britannica "Brothers and Sisters"- Encyclopaedia Britannica Picture Collection Children using money Family groups Family roles Families and friends

FAMILY LIFE EXPERIENCES IN HOMEMAKING

GRADE THREE

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
E. Family members may disagree, but they can work out their differences. F. Family members help each other with their problems. G. Few families have all the things they want. H. Family members share the family income and have a responsibility to spend it wisely. I. Family members enjoy having their friends visit their home. J. Family members appreciate the attention given their friends. K.	--Make chart showing different ways a family spends its income. Discuss the child's role in spending and saving. --Show pictures of children spending money (good and poor). Discuss why it is good or poor. How might the money be used more wisely in some situations?	Social Studies Family income Family life Family roles Interdependence Importance of family	References See reference and textbook listings

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
III. LIVING IN THE COMMUNITY			
A. The people in a community help one another to satisfy their needs. B. The people in the community must know how others live and feel about things if they are to work well together. C. The community size affects how people live and work together. D. Communities are alike and different in many ways. E. The community needs many types of workers to contribute to the welfare and happiness of its people. F. People in other lands are much like us in many ways but may differ in language and customs. G.	--See previous grades. --Discuss "How to be a community helper." --Read in the newspaper about good deeds of good neighbors. Discuss. --Discuss the things that make it difficult to live in a city and the things that make it good. --Collect pictures about community helpers and their work. Discuss what they are doing and how they are helping us. --Discuss what kind of manners good shoppers have. How do they affect other people? --Collect pictures of children of other lands. How are they like us? How do they differ?	Health Basic needs Courtesy Environment affects way people live Sharing Language Arts Comparing Cooperation Dramatization Read about people and communities Research Tell or write stories Social Studies Community helpers Environment and way people live Get along with people Interdependence People in other areas	Picture Collection Children of different lands Community helpers References See reference and textbook listings

FAMILY LIFE EXPERIENCES IN HOMEMAKING

GRADE THREE

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
IV. LEARNING ABOUT THE HISTORY OF FAMILY LIFE			
A. Long ago people had to depend more upon each other and what was raised and made in their own communities. B. Holidays are for remembering people or events that have influenced family life. C. We can appreciate the people of the world more when we understand how they live and act and the things they do for us. D. Science, in the form of television, has helped us to learn more about family life as it existed in the past and is existing in the world today. E.	--See previous grades. --Discuss how television has helped us learn about people and places. --Ask grandparents and others to tell what family life was like when they were little. --Exhibit articles and pictures of things made and done as a family group in past years and in the present. --Discuss the holidays that honor people or family life. How do we celebrate these holidays. What might we do on these holidays to celebrate them as originally intended? (Food and clothing gifts; helping at home or in neighborhood, etc.) --Collect pictures of people of other lands. Discuss how they live and act. --Exhibit articles of clothing, food, furnishings that came from other countries. Discuss why we like to get things from other countries.	Language Arts Dramatization Read about people, holidays Research Tell or write a story Social Studies Family life Heritage Holidays Interdependence Passage of time People--relationships Science contributes to family life	Exhibits Articles that come from different countries Picture Collection Family works together Holidays People of other lands References See reference and textbook listings

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
I. LIVING IN HOMES			
A. People are interested in good housing. B. Homes provide protection and a center for the family unit. C. Climate makes a difference in the way people live. D. Suburban living is different from city living. E. People move from the city to the suburbs to have more family living space. F. Each place of living has good and bad features. G.	--See previous grades. --Display pictures of city and suburban housing. Discuss how they are alike, differ, etc. Why do some people prefer city living, others suburban? --Display pictures of houses. Discuss the good and bad features of each. --Make a scrapbook of pictures that show how climate influences the way people live. --Draw pictures of good homes and the different activities that take place in them.	Art Draw pictures of houses Health Basic needs Homes Climate and health Sharing Language Arts Cooperation Courtesy Dramatization Routines Tell or write stories Science Climate and type of housing Environment affects living Social Studies Basic needs Family life Housing needs Types of communities	Filmstrips "Why We Need Houses"-Encyclopaedia Britannica References See reference and textbook listings

HOUSING EXPERIENCES IN HOMEMAKING

GRADE THREE

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
		Social Studies (cont'd) Sharing Values that influence location of home	
II. GETTING AND FURNISHING OUR HOMES			
A. Materials and types of homes are determined by climate, location, and cost. B. Building a home requires much planning and organization. C. Machines made it possible to build houses faster. D. People depend upon experienced workers to construct their homes and furnishings. E. Home furnishings come from all parts of the world. F. Many homes are insulated to keep them warm in winter and cool in summer. G.	--See previous grades. --Study blueprints of home or other buildings. --Make a list of the materials used in your home. --Make a list of your neighbors. For each, write the kind of house he lives in (brick), etc. --Name as many tools as you can which are used in building a house and in cleaning it. --Contribute something of worth to your home which shall be a product of your skill - ex. towel, gingham tray cloth. --Discuss how plants are used to improve the appearance of a home both indoors and out. Cut slips from plants and root and plant for Mother's Day gifts, school room, etc. --Show pictures of workers. Discuss how they are helping us.	Art Home decorations House plans Language Arts Follow directions and plan Pictures, words, sounds Self expression Write or tell stories about housing Science Environment Insulation Machines and tools Plants Transportation	Filmstrips "Kinds of Houses"- Encyclopaedia Britannica Picture Collection People working References See reference and textbook listings

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
		Social Studies Building homes Furnishing the house Interdependence Source of materials Transportation Variety of furnishings Workers who help us with our housing needs	
III. CARING FOR OUR HOMES			
A. We appreciate and care for our homes because so much work has gone into them. B. Family members share the responsibilities of their home care. C. Machines, which do many kinds of work and make different sounds, require proper care and use.	--See previous grades. --Make a list of things the child can be depended upon to do at home. Practice at school and do at home. --Tell the machines in use around the house--ex., for opening a bottle or jar cap, cracking a nut, whipping cream and eggs. --Bring in thermometers of various kinds and demonstrate how used. --Collect pictures or objects to show some things used to measure-thermometer; pint, quart and gallon container; scales; ruler; egg carton; measuring spoons; liquid and dry measuring cups.	Health Attitudes--appreciation Cleanliness Courtesy Safety Sharing home responsibilities Language Arts Cooperation Courtesy Follow directions Discussions Routines	Exhibits Measuring devices Filmstrips "Helping Mother and Father" - Encyclopaedia Britannica "How to Have an Accident in the Home"-Encyclopaedia Britannica Picture Collection Children spending money Machines in the homes

HOUSING EXPERIENCES IN HOMEMAKING

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
D. Water and electricity are used to help do work. E. Science has helped us in our homes by providing better tools and better ways of working. F. The home should be a safe place in which to live. G. We need to take the responsibility for our own safety and that of others. H. We have rules and devices for helping us to prevent or correct accidents in the home. I. Money is used for pleasures and services. J. Saving money is a way of providing for future needs and pleasures. K. Different types of stores provide us with our needs and pleasures.	--Discuss how electricity makes heat. --Demonstrate "safety in the home"- what to do if clothing is on fire, how to use knives safely, how to pick up broken glass, etc. --Tell how and when to use the following to put out fire--rug, sand, water, blanket, salt. --Make a chart showing different ways a family spends its income. Discuss the child's role in spending and saving. --Show pictures of children spending money (good and poor). Discuss why it is good or poor. How might the money be used more wisely in some situations? --Discuss what you think about when shopping for things.	Language Arts (cont'd) Tell or write stories Science Electricity makes heat Fire Machines, tools Safety Water Social Studies Appreciation Family roles Interdependence Money Saving--child's role Stores	Picture Collection (cont'd) Measuring devices Stores References See reference and textbook listings

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
L. In order to take more care of our needs, it is important that we spend our money wisely.			
M.			
IV. HAVING FUN IN THE HOME			
A. It is fun to entertain our friends in our homes. B. We enjoy using nature's gifts to decorate our homes. C. It is important to provide space in our homes to do the things we like. D.	--See previous grades. --Use fir trees to make holiday decorations. --Grow plants from seeds, bulbs, or slips. --Bring in and discuss hobby collections. --Have children discuss where they play, work, study, etc. in their homes. Give the advantage of having proper space to do these things. What responsibility do they have for caring for these areas?	**Health** Friends Fun Home--space for work and play Safety Sharing **Language Arts** Cooperation Courtesy Dramatization Guest and host roles Introductions Invitations Tell or write about experiences **Social Studies** Family fun Family relations	**Filmstrip** "Family Fun" — Encyclopaedia Britannica **References** See reference and textbook listings

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
		Social Studies (cont'd) Friendships Homes Sharing work as well as fun	
V. LEARNING ABOUT THE HISTORY OF HOMES			
A. In the past people had to build houses and make furnishings of the materials found near at hand. B. Knowing how people lived and cared for their homes in the past, makes it possible to appreciate more our home life as it is today. C.	--See previous grades. --Make a list of the things in the kitchen that our grandparents didn't have as children. --Exhibit articles and pictures of things made and done as a family group in past years and in the present.	Art Draw pictures of early homes and home furnishings Language Arts Dramatization New words Research Tell or write stories Social Studies Attitudes Early home life Heritage Inventions and machines	Filmstrips "Houses of Long Ago"-Encyclopaedia Britannica Picture Collection Homes and furnishings of different periods of history Home care during different periods of history References See reference and textbook listings

FOOD EXPERIENCES IN HOMEMAKING

GRADE FOUR

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
I. EATING FOR HEALTH			
A. Our diet is the food we eat. B. Nutrition is the study of food needed by the body. C. We need a proper balance of food to meet body needs for energy, growth, repair, heat, and elimination of waste materials. D. The daily food guide is helpful in selecting the kinds and amounts of food needed by the body. E. What we eat is influenced by custom, environment, occupation, and age. F. People eat differently in different parts of the United States and the world. G. The digestive system changes food so it can be used by the body. H. Most substances used as foods are liquids or solids.	--See previous grades. --Arrange for cooking lessons featuring various food groups: carbohydrate-cook cereal, whole wheat bread, fruit salad, jelly or preserves, maple syrup candy; fats - make salad dressing, deep fat fry a food (use a thermometer), fry bacon, make French toast; proteins - make cottage cheese, custard, rennet desserts, cook eggs, toast nuts; vitamins and minerals - cook vegetable, make raw vegetable salad or sandwich, fruit juice punch. --Name foods for breakfast and tell which contain sugar, starch, fat. --Classify foods as to body builders, energy givers, and body regulators. --Study ads for animals foods. What food groups are they getting? --Plan wholesome diet for pet at home or for classroom animal. --With cooperation of school lunch manager, plan as adequate lunch menu around a holiday. --Compare diet and meals in north with ours.	Arithmetic Comparison Counting Grouping foods Fractions Weigh--measure Art Draw pictures of food Make charts, murals, posters Health Body uses food Digestion Eating habits Food groups Food guide Meal planning Language Arts Dramatization Follow directions New words Routines Tell or write stories	Filmstrips "Eating Right Kinds of Food" - Encyclopaedia Britannica "You and Your Food"- Encyclopaedia Britannica References What's New in Home Economics, Feb. 1960, Home Economics in an Elementary School National Dairy Council, Eat a Square Lunch, Food Models, Guide to Good Eating, It's Always Breakfast Time Somewhere, Meal Charts, They're Your Teeth See reference and textbook listings

FOOD EXPERIENCES IN HOMEMAKING

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
I. Only parts of food that can be dissolved in liquids can be digested and used by the body. The rest pass out of the body as waste materials. J. Coffee, tea, and soft drinks interferewith good nutrition. K. Eating habits are improved by eliminating food prejudices. L.	--Compare food habits of people in our locality with those in other lands. --Make sandwiches of avoided or new foods. --Have a project of "Milk Break." --Trace a meal through the digestive tract. Compare to a boat on a river. --Discuss how heat is used in baking to change starch to dextrin. --Use scientific tests to determine which foods are acid in nature. --Examine pieces of raw meat and describe difference in appearance between meat that is fat and meat that is lean. --Discuss how food needs are different for children and for parents. --Demonstrate how food prejudices can make meal planning more difficult and lessen the pleasures that come from eating. --Investigate hinted poverty of Asia, Latin America, etc.	Science Body food needs Digestion Dissolve Physical changes Research Science of nutrition Social Studies Attitudes and food habits Environment and food needs	

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
II. GETTING OUR FOOD			
A. People in different countries use different kinds of plants and animals for food. B. Many different workers are needed to provide food for everyone. C. New inventions have made gradual improvements in the way food is grown, prepared, and distributed. D. Modern transportation is important in getting the great variety of foods from where it is grown to the consumer. E. Food prices vary at different seasons of the year or under different conditions. F.	--See previous grades. --Collect pictures of foods from other countries. --List and study the animals of the desert. --Take an animal for further study. Tell breed, good points, if raised for meat, milk, or both; European country first to raise it; how improved in this country; products that come from it. --Invite parents to tell about foods peculiar to their countries. --Discuss how to shop in different countries. List foods that the people have. Can we get in our stores? Do we grow these foods too? --Tell how dried food--ex. powdered milk--is made from fresh and how used. --Find pictures of plants used to make breakfast food. Display with samples and label. --Collect nuts and group according to hard or thin shells, wild or cultivated. --Discuss how soil must be prepared for growing vegetables. The growing plants need good nutrition as well as growing boys and girls.	Arithmetic Compare items, prices Count, add Group, classify Weights and measures Language Arts Follow directions Research and reports Write or tell stories about food sources Science Animals and plants used for foods Effect of new inventions on food production Environment influences growth of food Plants make and store food	Exhibits Cereals Nuts Filmstrips "Our Food Comes From All Parts of World" - Popular Science Picture Collection Food from other countries These plants give breakfast cereals References Grade Teacher, Nov. 1957, South America Pioneer Grade Teacher, April 1958, Let's Visit Hawaii Instructor, Dec. 1961, Traveling Fourth Graders Learn Georgraphy Too National Geographic, Sept. 1952, Jungle Jaunt on Amazon Headwaters

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
	--Discuss how each food eaten came from green plants in the beginning. --Go shopping with mother. Look for the cheapest food in each group. Plan menus using the cheapest food. --Plan a market trip to get food prices. --Compare prices of cheapest food with your favorite foods.	Social Studies Buying food Interdependence Native people eat Relation of food prices to choice Sources of food Transportation, inventions	References (cont'd) Australian News and Information Bureau, Australia: A Guide for Teachers Hershey Chocolate Co., Story of Chocolate and Cocoa National Dairy Council, Hello, South America; Hello, New Zealand Nestle Co., Manufacture of Chocolate, exhibit United Nations--Teaching Kit See references and textbook listings
III. PROTECTING OUR FOOD			
A. Proper care of food is necessary to prevent spoilage. B. Bacteria may be helpful or harmful. C. The different methods of storing or protecting food will determine how or when it is used.	--See previous grades. --Visit the school lunchroom (or a restaurant) to observe the method of food storage and sanitation practice. --Take a field trip to a dairy to observe pasteurization of milk; a trip to a canning factory or frozen food locker to observe food preservation.	Health Cleanliness Community regulations in regard to food Safety Science Bacteria--helpful and harmful	Cookbooks Exhibits Food storage aids Field Trips Cafeteria Canning factory Dairy Frozen food locker Restaurant

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
D. Most communities provide safeguards for food and water supplies. E. Conservation of food is necessary if people are to be well fed and food costs kept down. F.	--Boiling kills disease micro-organisms. Study recipes to see the different times you are told to boil or scald the liquid. Ex. - Bread making. --Investigate to see how yeast is used in cooking and the wide variety of products. --See how cafeteria cleans dishes to kill disease micro-organisms. Repeat at home. --Helpful bacteria is at work when milk sours for use in cooking. Taste sour milk. Test sour milk with litmus paper. Add baking soda and test again. What is the result? Taste. Why is baking soda used in a recipe calling for sour milk? Look through a recipe book to see how many different food products are made with sour milk. --Experiment to show why we use pasteurized milk. Put ¼ cup of pasteurized milk in two bottles. Place ¼ cup of raw milk in two bottles. Label four bottles. Place one of each in sun and in shade. Record changes. --Learn how foods can be preserved by evaporation of moisture content. Note this method as used by Arabs.	Science (cont'd) Climate and effect on food Conservation Evaporation Food storage and sanitation Pasteurization Social Studies Conservation Food storage and sanitation in different parts of world People who help Spices influence world discoveries	References See reference and textbook listings

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
	--Study effect of climate on food which can't be stored under refrigeration or dried to be preserved. Consider this in relation to different sections of the world as well as to our own homes. --Discuss early methods of food preservation--apple butter, dried corn, dried fruits, jellies preserves, root vegetable in cellar. --Discuss how spices influence discoveries. Sample different spices. How used to preserve food? --Think of simple ways we have of protecting food in every day life--ex. wrap sandwiches or butter bread to keep from drying out. --What are the many aids available for use in homes today to help with food preservation? (Foil, plastic bags, Saran, etc.)		
IV. PREPARING AND ENJOYING OUR FOOD			
A. People in the U. S. and other countries have different ways of preparing, serving, and eating food. B. Chemical and physical changes are taking place at all times with foods.	--See previous grades. --Pretend you are eating in a foreign restaurant. What foods do you like to eat? --Have a tasting party to introduce foods to subject taught. --Have a "Pack It Meal" to eat as a world tour of foods.	Arithmetic Count Comparison Fractions Measure and weight Liquid and dry measures Quantity Temperature	Cookbooks Field Trips Cafeteria Picture Collection Foods that travel Foreign foods

FOOD EXPERIENCES IN HOMEMAKING

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
C. In cooking we use our knowledge of physical and chemical changes to prepare a variety of foods for our diet. D. We have many kitchen tools and machines which help us in the preparation of food. These require careful use and care. E. We should be responsible for using safe work habits in the kitchen when we cook. F. Success in cooking depends upon our ability to read and interpret directions, to choose proper ingredients and utensils, to measure accurately, and to use proper methods of preparation. G. Cooking is a source of fun for individuals and the family. H. Good table manners create a pleasant meal time atmosphere and are an aid to digestion.	--Experiment to find new ways to prepare foods. --Try different combinations of foods. --Have a vegetable fair--try a variety of ways to prepare and serve carrots, etc. --Take a trip to cafeteria to observe preparation of foods. --Prepare a meal showing how to use science: Hot vegetable soup, crackers (change in form, substance, boiling) Tuna fish sandwich and whole wheat bread. Cottage cheese and jelly sandwich (cheese--bacteria to sour milk, pectin in jelly) Raw carrots, celery, tomato, grape juice. --Cooking to illustrate science Ways to cook vegetables determined by types. Potatoes cooking in open pan burn more quickly than covered. Small pieces dissolve and cook faster than large. Milk or ice to demonstrate substance--milk, liquid, changed to solid either as frozen or dried milk.	Art Attractive table settings Make cookbooks Health Attractive surroundings Cleanliness Digestion Good manners Safety Sharing Language Arts Creative expression Interpret and follow directions Sequence in a recipe Introductions and invitations Write stories, reports, recipes Science Chemical and physical changes Helpful bacteria	References Instructor, May 1961, You Can Get Fractions and Division Practice from a Kettle of Fudge Thomas Lipton Company, Tea in Many Lands See references and textbook listings

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
I. There are many people involved in preparing food for us in different types of eating places. J.	Jello--dissolve in boiling water. Add ice cubes to melt and chill jello. Then jello becomes solid. Syrup--boil sugar in water. Make rock candy--how to prevent crystals from forming in candy. Baking pancakes, bread, biscuits. Air as leavening agent--cream puffs, souffle. Warm air rises--placement of food in refrigerator. Magnets used in the kitchen --Plan a unit around a food--ex. Irish potato. Bake the potato; cleanliness; use electric oven; food value. --Prepare foods using early forms of food preservation--ex. apple butter, dried fruits, dried corn, etc. --Plump raisins (put moisture back into raisins). Collect pictures of good foods which could use raisins as an ingredient. . --Grow some plants for centerpieces-tops from carrots, turnips, beets, parsnips, pineapple.	Science(cont'd) Magnets Machines and tools Temperature Water Social Studies Conservation Interdependence Machines and tools Sharing responsibilities and fun	

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
V. LEARNING ABOUT THE HISTORY OF FOOD			
A. Many of the recipes now used in this country were brought here by people from other lands.	--See previous grades. --Have mother tell you about recipes that have been in the family for years. From where did they come? --Have grandparents tell about care of crops, harvesting, fireplace cooking, preserving foods, gathering wild foods.	Arithmetic Buy foods Compare foods, prices Quantity Art Make costumes, table decorations Language Arts Dramatization New words Research Use reference books Write short stories, reports Science Changes in foods Food preservation Plants and animals used as food Social Studies Conservation Early home life Environment and influence on food Other people--how alike and different	Exhibits Grinding equipment Old recipes References Instructor, Nov. 1961, Thanksgiving Meant Much to Pilgrims; What Can It Mean to Fourth Graders? See references and textbook listings
B. We can learn much about people all over the world by studying the foods they have available, their methods of food preparation, and their eating habits.	--Make a study of foods and customs from different countries. Plan menu, table decorations, costumes, etc., for a tasting party. --Grind flour as done in different countries. --Have international tea party. Consider different ways of serving tea in other countries; customs for drinking; dress; how grown; tea tasters; methods of preparation. For an arithmetic correlation, buy tea and supplies.		
C.			

CLOTHING EXPERIENCES IN HOMEMAKING

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
I. DRESSING FOR HEALTH AND APPEARANCE			
A. Cleanliness and a neat appearance do much to make us feel better, to make a good impression on others, and to be successful on a job. B. The clothing people wear depends upon the climate of the country and is available. C. Our dark clothing becomes warmer in sunlight than does our light-colored clothing. D. Our clothing should be suitable to the occasion. E. People dress differently in different parts of our country and the world. F.	--See previous grades. --Do a survey to determine how people feel about "The Importance of a Neat Appearance." --Collect pictures of people dressed for different occasions. Evaluate as to the impression they make on you. --Discuss what helps people to know how to dress for the day. --Tell why people in different countries wear what they do--ex., The Arabs wear head cloths to cover their faces. --What clothing do people in other countries wear that you would like to wear? --Dress dolls in costumes of different countries or different periods of history. --Do research to learn the origins of clothing styles and accessories. --Collect pictures of "idols" in sports, movies, etc. Discuss their actions, personal appearance, etc.	Art Color Design Health Cleanliness Personal appearance Protection Language Arts Discussions Judging good and poor appearance--establish a set of criteria Research on origins of clothing, what is worn in other countries, etc. Write or give reports--outline, composition, vocabulary	Filmstrips "Clothes and Why We Wear Them" - Encyclopaedia Britannica Picture Collection Clothing for different occasions Clothing of other countries References International Shoe Co., Shoes Through the Ages See reference and textbook listings

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
		Science Color and temperature Climate and choice of clothing Water--cleaning Social Studies Climate and availability influence clothing. Personal appearance influences self-confidence and relationships Interdependence World conditions reflect in clothing worn	
II. GETTING OUR CLOTHING			
A. We get clothing from all parts of the world. B. Man has learned to use animal and plant fibers in a variety of ways to make clothing.	--See previous grades. --Read labels on clothing of children in room. What are the sources of the textiles? --What are the different types of clothing worn in different countries? Why? How are they obtained?	Arithmetic Measurements Art Charts and posters	Exhibits Samples of fabrics for children to touch and compare Labels from clothing

CLOTHING EXPERIENCES IN HOMEMAKING

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
C. Man has learned to use other materials to create man-made fibers for clothing. D. Methods of making cloth have improved from time to time. Machines have replaced the spinning wheels and hand looms. E. The government has standardized the measurements for different clothing sizes to help us in purchasing or making clothing. F.	--What types of clothing do we get from other countries? Why do we buy clothing from other countries instead of making it ourselves? --Investigate the standardized measurements for different clothing sizes. Have children determine their own measurements and the proper clothing sizes. --Learn about the history of cotton and its use as a wearing apparel. --Learn how cotton is used in different parts of the world. How do the people get their cotton?	Language Arts Clothing vocabulary Read labels Write stories about source of clothing Science Machines and inventions Synthetic fibers New uses of fibers Role of science Social Studies Government standards Interdependence How people of world dress Machine and inventions improve methods, prove greater variety, etc. People who help us	Filmstrips "The Clothing Factory"- Encyclopaedia Britannica "Cotton" - Encyclopaedia Britannica "How Cloth is Made"- Encyclopaedia Britannica "Materials for Clothes"- Encyclopaedia Britannica "Story of Cotton" - Society Visual Education "Story of Leather" - Society Visual Education "Story of Wool" - Society Visual Education "Where Clothes Come From" - Encyclopaedia Britannica Picture Collections Clothing and fabrics from animals, plants man-made References Grade Teacher, Nov. 1961, Color, Nature's Gift

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
		Social Studies (cont'd) Source of fibers and clothing world wide Transportation	**References (cont'd)** See reference and textbook listings
III. CARING FOR OUR CLOTHING AND OUR APPEARANCE			
A. We should be responsible for the care of our clothing. B. We should be responsible for our own personal appearance. C. Our posture affects our personal appearance. D. Soap, towel, nail file and mirror are helpful in keeping neat and clean. E. We make use of a variety of devices for hanging up our clothing. F. The weather affects the drying time of wet clothing. G.	--See previous grades --Tell how to dry clothing quickly. --Discuss how animals keep clean. Can we learn a lesson from them? --Make a list of sensible rules to follow when washing or bathing. --Write a story about water and its role in keeping us clean. --Demonstrate what should be done with clothing at night. --Prepare an exhibit of different types of clothing and the various devices that can be used for caring for each type. --How does a person's appearance affect his disposition? --Make a "good grooming kit" to carry with you to school.	**Health** Attitudes Cleanliness Health habits Personal appearance Posture Responsibility for own appearance **Science** Tools for clothing care Water-- dissolving, cleaning Weather and rate of evaporation	**Exhibit** Clothing and "care aids" Good grooming kit **Filmstrips** "Proper Clothes and Their Care" - Encyclopaedia Britannica **Picture Collection** Posture affects our appearance Good grooming habits **References** See reference and textbook listings

CLOTHING EXPERIENCES IN HOMEMAKING

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
IV. SEWING FOR FUN			
A. Sewing clothing and making gifts can be a source of pleasure in home and family living. B. Sewing is more fun when we use our tools carefully and correctly. C.	--See previous grades. --Aprons of percale or Indian head make good gifts. --Tie dyeing may be used for luncheon scarf, head scarf, or place mat. --Children may create designs on graph paper and then do cross stitch samplers. --Creative stitchery can be used to make maps of different countries on burlap. --Felt coat hanger covers can be made for gifts. They are sewed together by hand and designs made by cutting or punching the felt or by embroidering. --Scraps of fabric can be used for tea napkins. Edges can be fringed. --Demonstrate the use and care of the sewing tools, the pressing equipment, etc.	Art Choosing colors Creative designs Dyeing cloth Language Arts Following directions Sharing Science Color Sounds Machines, tools Social Studies Doing something for others Hobbies Health Safety Self expression	Exhibits Sample projects References See reference and textbook listings

CLOTHING EXPERIENCES IN HOMEMAKING

GRADE FOUR

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
V. LEARNING ABOUT THE HISTORY OF CLOTHING			
A. Some of the clothing we wear today was influenced by clothing worn in other countries. B. We can learn much about people all over the world by studying the fabrics they have, how they get their clothing, how they dress for different occasions. C.	--See previous grades. --Have grandparents tell about making cloth and clothing and how they cared for their clothing. --Why can clothing be lighter and less bulky today than in past? --Make a collection of pictures showing children of different countries dressed for school, play, church. Discuss why they dress as they do. Can you notice any U. S. influence in their clothing habits; any of their influence on our habits?	Social Studies Clothing teaches about people and their lives Interdependence-people, countries Heritage	Picture Collections Children of different countries dressed for different occasions References Instructor, Dec. 1961, Traveling Fourth Graders Learn Geography, Too See reference and textbook listings

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
I. LEARNING ABOUT PEOPLE			
A. No matter where people live they have the same basic needs for food, clothing, shelter, love, success and belonging. B. People are alike and different in many ways. C. Members of a group are friendly and cooperative. D. How we feel often influences how we act. E. When we help others we have self-respect and feel good. F.	--See previous grades. --Collect pictures of people of distant lands. Discuss the people and their homes, food, clothing, useful animals, work, play, goods they trade, etc. --Does sharing of ideas between people or countries cause more or fewer inventions? --Collect pictures showing people being alike and different. Discuss the reasons. --Have each child keep a record of how he felt and acted for several days. As a class summarize and discuss the results. Have children relate their findings to their parents to further illustrate the effect of feelings on action. --Use television commercials (ex. those recommending drugs for headaches, etc.) to illustrate how feelings affect actions.	Health Basic needs Consideration for others Emotions Individual differences Language Arts Comparing Cooperation--part of a group Creative expression Dramatization Write stories and reports Research Social Studies Basic needs and behavior Interdependence People of the world Helping other people is good for us	Filmstrips "Growing Up" - Encyclopaedia Britannica Picture Collection: People--alike and different People of other lands--their needs References Instructor, Dec. 1961, Traveling Fourth Graders Learn Geography Too See reference and textbook listings

FAMILY LIFE EXPERIENCES IN HOMEMAKING GRADE FOUR

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
II. LIVING IN A FAMILY			
A. Family members should learn to accept the ideas and opinions of each other. B. When family members share work and play, they can enjoy each other and have fun together. C. Family members should be as friendly and polite to each other as they are to their friends. D. Family members enjoy their grandparents and relatives and have responsibilities for their happiness and welfare. E.	--See previous grades. --Tell how father's work helps the family and the community in which it lives. --Collect pictures of home and families in distant lands. Discuss. --Discuss how the family meal habits influence family unity, manners, etc. --Have children tell what they do with their grandparents and other relatives. --Discuss what children can do to give happiness to their relatives (include personal actions as well as material gifts).	Health Consideration for others Cooperation Family relations Family roles Interdependence Strengthening the family	Filmstrips "Families Around the World" - Encyclopaedia Britannica Picture Collection Homes and families of other lands References See reference and textbook listings
III. LIVING IN THE COMMUNITY			
A. Being friendly makes a community a pleasant place in which to live. B. Community members and workers help to make it a safe, healthful and pleasant place in which to live.	--See previous grades. --Discuss how to be friendly to the community helpers--ex., milkman. --Tell about the kind of neighbor you like best. --Make charts showing how people in different communities help one another.	Art Draw charts, maps Health Cooperation in community Environment	References See reference and textbook listings

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
C. Girls and boys have different but as important roles to play in the community as adults.	--Make a study of the community. How do they get the things they need? --Investigate how people in other countries (Alaska, Eskimo) are dependent upon each other for survival. --Discuss how children can help to make the community a safe and happy place. --Tell what you could do to help a careless community member change his habits.	Health (cont'd) Friendship Sharing Language Arts Cooperation Dramatization Research Tell or write stories or hold discussions Social Studies Community members rules Environment Friendship Interdependence Relationships with others	
D.			
IV. LEARNING ABOUT THE HISTORY OF FAMILY LIFE			
A. People live, work, and play differently in different parts of the world B. People from many lands have come to live and work in America.	--See previous grades. --Collect pictures showing how people live in different parts of world. Compare with life in U. S. How alike? --Make a study of the way our family life has been enriched by people from other countries. Have discussions, exhibits, food tasting parties, demonstrations, etc.	Language Arts Comparing Dramatization Research on family life Tell or write a story about family life	Picture Collection Family life in different parts of world References Instructor, Nov. 1961, "Thanksgiving Meant Much to Pilgrims, What Can It Mean to Fourth Graders

FAMILY LIFE EXPERIENCES IN HOMEMAKING

GRADE FOUR

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
C. People from other lands have enriched the life of our community with their family life customs, fine foods, and handicraft skills.	--Have children tell about their ancestors. --Discuss the contributions of different nationality groups to our country. Emphasize the good traits that each group has to share.	Social Studies Family life Heritage--from other countries People--relationships Personal traits and values World family--how alike and different Interdependence	See reference and textbook listings
D.			

HOUSING EXPERIENCES IN HOMEMAKING

GRADE FOUR

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
I. LIVING IN HOMES			
A. People everywhere have homes that give them shelter, but in some parts of the world the homes are very different from ours in the U. S. B. People live differently in different parts of the world. C. People try to be comfortable no matter where they live.	--See previous grades. --Compare homes in the neighborhood. Why are they different? --Compare houses and home life in different countries. How are they alike and different? --What conditions make shelter necessary? Could you live in the homes of other countries? --In some homes the kitchen is the most important room of the house. Why is this? What is the most important room at your house?	Art Draw pictures of houses Health Basic needs Homes differ Individual differences Sharing	Filmstrips "Why We Need Houses" - Encyclopaedia Britannica "Home Life" Series - Popular Science Picture Collection Housesof the world References Grade Teacher, June 1958, Neighbors Around the World

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
D. There is a difference between a house and a home.	--Do research to determine the difference between a house and a home.	Language Arts Cooperation--world Courtesy Dramatization Research Tell or write reports about people of world Social Studies Attitudes Basic needs of housing Family life Housing Values are reflected in our home life	See reference and textbook listings
E. Family members work to make their home meet their needs.	--Discuss what each person can do to help make his house a home.		
F.			
II. GETTING AND FURNISHING OUR HOMES			
A. Homes in our country are built in many different places and with many kinds of materials.	--See previous grades. --Discuss how climate and weather influence houses--their design, building materials, windows, etc. --Discuss heating homes--types of heating; where placed in room; furniture for warmth and coolness; effect of different seasons of the year, etc. --Investigate why radiators are usually placed near the floor.	Art Home decorations House plans Language Arts Follow directions and plans Pictures, words, sounds Research Write or tell reports	Filmstrips "Home Life Series" - Popular Science "Kinds of Houses" - Encyclopaedia Britannica Picture Collection Electricity and gas uses in the home Lighting devices for the home
B. New inventions have made gradual improvements in our homes and our home furnishings.			

Some Basic Undestandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
C. Science has helped man to make homes better. D. When people plan ahead for their housing and furnishings, they are most likely to get what they really want. E. Changes in lighting and heating have improved home conditions. F.	--Discuss lighting the home--materials and products for lighting; arrangements of lighting fixtures; use of candles. --Make candles for use in the home at holidays. Discuss early methods of making candles and use of berries as a source of wax. --Show pictures of things in the home using gas or electricity. --Compare homes and furniture of different countries. Why are the building materials, types of homes, etc. used?	Science Environment Heating and lighting Inventions Role in housing Variety of materials Social Studies Homes Home building Interdependence Inventions Transportation	Picture Collection (cont'd) Variety of homes and furnishings in U. S. and other countries References See reference and textbook listings
III. CARING FOR OUR HOMES			
A. People have ways to make work easier by using machines and getting rid of friction. B. Some people in the world have machines to help them and some don't. C. We should all be concerned about safety in the home and should work to develop the safety habit through practice.	--See previous grades. --Collect pictures of uses of water in the home. --Collect pictures of uses of electricity in the home. --List the things that are run in the home by an electric motor. Tell how the work used to be done before electricity. --Tell how the following were done before we had electricity--lighting, cooling, washing, cooking, heating, drying clothes.	Health Attitudes Cleanliness Safety habit Sharing Language Arts Cooperation Follow directions around appliances Routines Tell or write reports	Filmstrip "Helping Mother and Father" - Encyclopaedia Britannica Picture Collection Electricity in the home Money in daily living Water in the home References See reference and textbook listings

HOUSING EXPERIENCES IN HOMEMAKING

GRADE FOUR

Some Basic Understandings	Suggested Experiences	Integration Possibilities	Some Suggested Re sources
D. People use money for different reasons in different countries. E. Allowances are best spent when budgeted in advance. F.	--Discuss how electric switches, plug, and fuses work. --List things that help to make a home safe. --Tell how to prevent sliding or slipping accidents in the home. --Tell what safety features need to be observed around electric applicances. What are electrical conductors and non-conductors? --Why are frosted light bulbs used in the home? --Demonstrate how to put out grease fires in the kitchen. --What must be done to prepare the home for summer and winter? List those things that can be done by the children.	Science Electricity--electric motor Fire Friction Machines, tools--make work easier Safety around electric appliances Seasons--home care Water--uses in home Social Studies Attitudes Family roles Interdependence Money--uses Planned spending allowances	

HOUSING EXPERIENCES IN HOMEMAKING

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
IV. HAVING FUN IN THE HOME			
A. It is fun to plan surprises for our parents. B. Younger brothers and sisters enjoy having us entertain them. C. It is fun to display our collections and to share them with the family. D.	--See previous grades. --Tell about how people had fun in early times--house raising bees, quilting bees, etc. --Make a gift for the family. Do it at a time of the year when the family wouldn't be expecting a gift and call it a "thank you gift for being nice to me." --Make a scrapbook of things that can be used to entertain younger children. --Make a toy for a younger child and give it to him as a surprise gift. --Collect pictures of different ways to display our personal collections. Children could make a display device to use in their bedrooms.	Health Family fun Homes Safety Sharing Language Arts Cooperation Dramatization Tell or write stories about personal collections Social Studies Attitudes Family life Family relations -- brothers and sisters Home life should be fun, too Sharing	References See reference and textbook listings

HOUSING EXPERIENCES IN HOMEMAKING

GRADE FOUR

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
V. LEARNING ABOUT THE HISTORY OF HOMES			
A. Many different activities have been performed in the kitchens of homes of long ago and in homes of other countries. B. Home furnishings and cooking utensils tell an interesting story about the history of housing through the years. C.	--See previous grades. --Make a list of inventions that have helped to make homes better (kitchens, plumbing, etc.) --How did people in early times get light? Make candles. --Have grandparents tell about daily activities--carrying water, cleaning dirt floors, making candles and soap, etc. --Show pictures of kitchens of long ago and look for types of furnishings, cooking devices, foods, clothing, etc. --Exhibit furnishings and utensils from different periods in history. For interest include the item (or a picture) as it appears today.	Language Arts Comparing housing through the years Dramatization Research--early housing Tell or write reports about early housing Social Studies Attitudes Early home life Heritage Inventions and machines World homes	Exhibit Furnishings from different periods of history Filmstrips "Houses of Long Ago" - Encyclopaedia Britannica "Life in Early America" - Encyclopaedia Britannica Picture Collection Home and furnishings from different periods in history Kitchens of early homes References See reference and textbook listings

FOOD EXPERIENCES IN HOMEMAKING

GRADE FIVE

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
I. EATING FOR HEALTH			
A. There are six classes of nutrients. Each class meets certain body needs and is digested in its own way. B. Food is changed physically and chemically in the body. C. Meal planning means including foods that meet the needs of the body. D. A knowledge of basic food groups and mealtime patterns is useful in the daily selection of food. E. Good eating habits aid digestion. They must be practiced every day. F. People can learn to like new foods and to change poor food habits if they understand and care about meeting the needs of their bodies. G. People who eat foods different from ours can still get the necessary nutrients. H.	--See previous grades. --Conduct animal experiments to show difference diet makes. --Use food charts showing food values and water based on scientific research. --Arrange for scientific experiments to test foods for carbohydrates, fats, calcium, and water. --Evaluate menus that appear in newspaper tabulating servings from each food group. Plan substitutions for different foods to take care of likes, season, variety, etc. --Study labels on six cereals. List nutrients. How do they differ? --Give a Food Fair for the fourth grade. Have a tasting center of "milk drinks you can make" - simple meals without cooking, etc. --Look in Boy or Girl Scout handbooks for simple recipes. --Visit a zoo or pet shop and watch animals being fed. Describe kind of food and eating habits of each.	Arithmetic Comparison Counting, tabulating Grouping foods Metric system Equivalents Weigh, measure Art Make charts, murals, posters Health Attitudes Digestion Eating habits Food classes Meal planning Variety nutritious foods Language Arts Dramatization Follow directions Read and interpret menus, etc.	Exhibits Cereal labels Food ads Menus Filmstrips "Eating Right Kinds of Food" - Popular Science "Food for Life" - Swift "You and Your Food" - Encyclopaedia Britannica Resources Forecast, Feb. 1961, Rat Feeding Experiments Grade Teacher, Jan. 1958, Experiments with Energy in Foods Grade Teacher, Dec. 1962, Animals Go to School Illinois Teacher, Vol. II, No. 5, Rat Experiments Instructor, Oct. 1962, Feeding White Rats Taught Us The Importance of Food American Bottlers, What Little Rats Drink and How They Grow American Institute of Baking, Enriched Bread

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
	--Collect food ads from paper, etc. How do they encourage you to eat certain foods? Do they list prices? Do they tell you the nutrients in foods? Do they tell you what famous people eat the foods? --Discuss reasons for eating at certain times. Compare with other countries. --Could our "Basic 4 Food Guide" serve other countries? --Arrange "tasting-testing" parties of typical or unfamiliar foods of regions that are being studied. --Plan foods and menus for different weather conditions. --Why is food harder to digest if not chewed properly? What methods of food preparation help to make food easier to digest?	Language Arts (cont'd) Research Write reports, stories Science Chemical and physical changes Digestion Food classes Research Scientific food experiments	Resources (cont'd) Merck and Co., Enriched, etc. National Dairy Council, Food Models, Meal Charts See reference and textbook listings
II. GETTING OUR FOOD A. The need for new and better foods influenced the discovery of new countries and the development of better farming in this country. B. Food production has helped to influence where people lived and the types of communities that developed.	--See previous grades. --Make a map showing source of meats, fruits, vegetables, and staples which are in local market at a given time. --Plan a study of foods that grow in the different sections of our country. Visit a market to see fresh fruits and vegetables that are shipped to our locality.	Art Make maps Language Arts Follow directions Research and reports Write or tell stories about food sources	Cookbooks Filmstrips "Our Food Comes From All Parts of World" - Popular Science "Production of Maple Syrup" - Dept. of Agriculture

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
C. Scientists spend many years of research and study before they make a decision about a new product of discovery. D. Scientists have been responsible for helping farmers to produce more and better food with less work; discovering new foods, and recognizing the need for finding new ways to feed the people of the world as the population increases. E. Food processing means taking a food or combinations of foods and changing them to something else. This has resulted in a greater variety of foods as well as the utilization of more plants and animals as food.	--Make a map of the United States showing major food production of each other. --Prepare an exhibit of products of different countries. Have a tasting party. --Do research to see original source of food and how it can now be produced. --Make list of foods that might be made from things grown on farms in different regions. --Use phone book to see what articles are made or foods processed in our city. --Have a tasting party of tropical food crops. --Discuss former waste products now in use--ex. things from sea, early and late fruit and vegetables, etc. --Do research to discover names of foods called by area from which they come--ex. Maine or Idaho potatoes. --Visit a fruit store to see hybrid fruits or vegetables. --Identify edible greens of New Jersey. Take a trip to gather, prepare, and taste the greens.	Science Environment influences food crops New methods of food processing Greater utilization of animals and plants for food Research involves years of study Science's role in world feeding Social Studies Food production and community Interdependence Relation of food to new discoveries	Filmstrips (cont'd) "Science, Invention and Food" - Popular Science Picture Collection Foods from farms of Northeastern United States, etc. Foods of the United States Fruits of New Jersey Vegetables of New Jersey References Forecast, Nov. 1959, Hawaiian Food Customs Forecast, March 1960, Alaskan Foods American Museum Natural History, Cereals and Civilzation, Rice as a World Food American Spice Trade Assoc., All publications Corn Industries Research, Our Gift from the Indians Griffith Lab, Spice and Herb Handbook Hawaiian Extension Service

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
F. The food grown in an area is influenced by the climate, topography, and population (the workers available as well as the needs of the people). G. In the past people had to rely on foods grown locally. H.	--Make a study of Dairy Industry to discover raw materials used and finished products made. --Cook an egg until hard. Cut into half lengthwise and examine. Note layers of albumen that formed around yolk. --Cut open such fruits as apples, oranges. Locate parts that were eggs, ovary wall, and stem end of flowers. --Cook cereal as done in past. Grind and add 1 cup wheat to 4 cups of boiling water and 1 teaspoon salt. Cool 3 hours. Compare with present cereals. Repeat for other breakfast foods. --Go into market to discover the many uses for cereals. Cookbooks might also be used for information. --Make list of foods that might be made from things grown on farms in different regions. --Check advertising statements for information about sources of foods.		References (cont'd) Hawaiian Visitors' Bureau Kellogg, Grains are Great Food McCormick Co., Map of the World National Dairy Council, Animals that Give People Milk, Hello from Alaska National Federation Coffee, Trip to Columbia N. J. Dept. Conservation, Indian Lore of New Jersey Pan-American Coffee Bureau, Coffee, etc. Public Service, Riches of New Jersey Ralston, Whole Wheat Structure Sunshine Biscuits, Story of Wheat Wheat Flour Institute, From Wheat to Flour See references and textbook listings

FOOD EXPERIENCES IN HOMEMAKING

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
III. PROTECTING OUR FOOD			
A. Molds, bacteria, and yeasts cause much of food spoilage. They also can be used to help in food production. B. Living things need food, warmth, and moisture to grow. Controlling these can help to make food safe. C. Evaporating all or some of water from liquid is a method of preventing the spoiling of liquid food for a long time. D. Disease germs can be spread by people and through food and water. E. Certain public agencies supervise the handling of food. F. Local health departments test milk, water, food, and inspect buildings. G. The government has established laws to regulate getting foods by hunting or fishing. H.	--See previous grades. --Discuss how micro-organisms are used to help in food production. Ex. cheese making, vinegar, etc. Have a tasting party of cheeses. --Invite Board of Health official to come in to tell what they do to see food is safe. --Visit a restaurant to see what they must do to see sanitary conditions are provided and observed. --Visit the school lunchroom to see what the health inspector does there. Observe the operation of the dishwasher. Why is it an important piece of the cafeteria equipment? --Investigate the big companies that have developed a big business out of food processing. What other services do they render? --What are the advantages of dehydrated food today over primitive times? --Why aren't cans of fruit full when opened? When they were canned, the boiling hot fruit was placed to the top. This can be demonstrated by open kettle canning of peaches, etc. --Investigate agencies that safeguard the food supply.	Health Cleanliness Community agencies Safety Science Disease germs Evaporation Food processing Micro-organisms in food production Social Studies Community's role in providing a safe and adequate food supply Contributions of commercial food processing companies to all people Improvements in food processing can benefit all people	Field Trips Cafeteria Food processing company Restaurant References Grade Teacher, Dec. 1960, The Canning Industry See reference and textbook listings

FOOD EXPERIENCES IN HOMEMAKING GRADE FIVE

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
IV. PREPARING AND ENJOYING OUR FOOD			
A. Different methods of cooking influence the ingredients used, the time necessary, the resulting flavor, and the appearance of the finished product.	--See previous grades. --Prepare fruit drinks. Compare cost with soft drinks. Create new flavors. --Demonstrate cooking terms--boil, broil, simmer, steam, bake, fry.	Arithmetic Compare prices Equivalents Fractions Liquid, dry measure	Cookbooks and recipes Filmstrips "Food Habits and Customs" - Popular Science
B. Cooking makes some foods easier to digest.	--Make collection of favorite recipes. --Prepare food products. Discuss how to do jobs, number of machines or tools.	Art Attractive table settings Creative table settings for different occasions Make cook-books	Picture Collection What Cooking Method Is This? Thermometer and Its Many Uses
C. Cooking drives out water and fat from meat.	--Collect thermometers. Note differences. How used in cooking?		
D. Egg proteins give firmness to certain foods.	--Make a study of the safety techniques that should be used in the kitchen.		References Sturbridge Village Publications, Customs on Table Tops , J. Walter Thompson, Have Fun, Make Rolls
E. Minerals and some vitamins dissolve in water. Vegetables and fruits should be cooked in as little water as possible.	--Discuss science principles in food preparation: Ex. how coffee percolator works, why cover goes up and down when water boils, changes of state in cooking and baking.	Health Cleanliness Digestion and cooked foods Eating habits and manners Hobby of cooking Meal planning Preserving food nutrients Safety	See reference and textbook listings
F. Shiny pans reflect more heat than dull ones.	--Demonstrate how eggs are used in cooking to thicken product; to cause product to rise.		
G. Using the correct amount of heat, or temperature, is important to successful cooking.	--What should be done to flame once water in pan starts to boil? Why?		

FOOD EXPERIENCES IN HOMEMAKING

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
H. Each ingredient in a recipe serves a useful purpose. I. Knowing the right utensil and tool to use should make cooking easier and more successful. J. Cooking can be a hobby or a vocation. K. Eating slowly and chewing food well will aid digestion. L. Different types of table settings and service are used for different occasions. M. There are basic table manners that are essential for all occasions. N.	--Experiment with cake ingredients. Mix a batter of 4 tbsp. flour, 2 tbsp. water, $\frac{1}{8}$ tsp. baking powder, 1 tbsp. melted butter. Bake. Each time omit one ingredient. Compare finished products. --Effect of atmosphere on food: How does pressure affect baking of food? When you open the door of the refrigerator, what happens to air in it? What causes frost on refrigerator? In food markets, how does food stay frozen in boxes with no covers? --Entertain parents or other class at a tea party to learn proper etiquette. Have a committee visit the guests to explain the purpose and rules they will follow. This will also help to teach the other class. --Plan, prepare, and serve regional holiday recipes for class parties. --With cooperation of school administrators and school lunch managers, plan ways of improving school lunchroom from standpoint of beauty, safety, health, equipment.	Language Arts Interpret and follow directions Invitations, introductions, and guests Terms (words) in cooking Science Atmosphere Chemical and physical change Food classes How electrical equipment works Preserve food nutrients Purpose of ingredients Thermometers Variety of tools Social Studies Conservation Interdependence	

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
V. LEARNING ABOUT THE HISTORY OF FOOD			
A. We can learn much about people by studying the foods originally produced in their countries; which ones are still in use; how famine, destruction of crops, etc. affected them. B. The heritage of the different parts of our country and other countries is reflected in the food and eating habits of the people. C. The need for new and better foods influenced the discovery of new countries and the development of better farming methods, machines, and tools. D.	--See previous grades. --Discover the food habits and customs of our ancestors. --Display articles of Pioneer Days. --Compare the impersonal services of a large chain grocery store with services rendered in early small town or country store. --Cook cereal as in past. Grind grain. Add 1 cup to 4 cups boiling water and 1 tsp. salt. Cook 3 hours. Compare with present cereal method. Do for other breakfast foods. --Plan, prepare, and serve a luncheon typical of a region in the United States. --Compare modern vs. old methods of food preservation--drying, salting, use of pepper and spices, vegetables kept in caves and cellars. --Make butter. --Plan a pioneer party for January and for August. Play games that pioneer children played. Serve typical foods. Use no modern games or toys, canned or packaged foods. --Make hominy out of corn. Make lye water by pouring hot water through wood ashes; soak corn in lye water until hulls come off; rinse; boil corn until soft, brown in butter, and eat.	Language Arts Dramatization Individual reading Research Use reference sources Write reports and stories Science Conservation Effect of environment on food Food preservation--old and new methods Machines and tools Social Studies Environment and influence on food and eating customs Food needs influenced discoveries of countries and machines	Exhibit Cooking Utensils of Pioneer Days Filmstrips "Food Makes History" - Popular Science "Foods of Hawaii" - Pure Cane Sugar "Foods Through Ages" - Teachers Library References Grade Teacher, Nov. 1959, Gadgets of Colonial Times Field Enterprises, Colonial Life in America, Pioneer Life in America Nebraska State Historical Society--Homes and Food in Early Nebraska See reference and textbook listings

FOOD EXPERIENCES IN HOMEMAKING

GRADE FIVE

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
		Social Studies (cont'd) Heritage Interdependence	

CLOTHING EXPERIENCES IN HOMEMAKING

GRADE FIVE

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
I. DRESSING FOR HEALTH AND APPEARANCE			
A. A person's appearance is an expression of his personality. B. People should not be judged by their appearance alone. C. People should be guided by the situation in dressing for health and appearance. D. A knowledge of basic fibers and fabrics is useful in selecting or making clothing. E. Posture is influenced by clothing. F. People who wear clothing different from ours can still be properly dressed and groomed. G.	--See previous grades. --Collect pictures of well-groomed people. Discuss what makes them well groomed. --Discuss if you are treated differently when you go to a store all dressed up than when you go in clothes for play? Why? --Collect pictures of way people dressed years ago and now. What changes have taken place? Why were these changes possible? --Explain how fabrics keep you warm and cool. --Practice to improve posture. --Discuss the effect of clothing on posture. --Demonstrate how line and color in clothing can change a person's appearance. --Choose sleeping garments appropriate for different seasons.	**Art** Color Design Line **Health** Cleanliness Personal appearance Personality Posture **Language Arts** Discussions Judging appearance use of criteria **Science** Environment and clothing Properties of fibers and fabrics	**Filmstrips** "Clothes and Why We Wear Them" - Encyclopaedia Britannica **Picture Collection** Clothing for different periods in history Line and color in clothing Well-groomed people **References** See reference and textbook listings

CLOTHING EXPERIENCES IN HOMEMAKING

GRADE FIVE

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
	--Plan clothing to take on a trip to different parts of the country. How should the clothing be packed to stay in good condition?	**Social Studies** Grooming and relationships Social situations influence grooming Variety in clothing and grooming standards	
II. GETTING OUR CLOTHING			
A. In the past the raw materials that were available in the U. S. determined the clothing that people wore. B. The need for new, better, and less expensive clothing influenced the discovery of new fibers and the development of better methods for making cloth and clothing. C. Clothing production has helped to influence where people lived and the types of communities that developed.	--See previous grades. --Collect pictures of clothing and the machines that make it. --Wash and card raw wool, spin into yarn, and weave into cloth on a hand loom. --Show pictures of raw materials. Where are they grown in U. S.? Why do they grow there? Which can be produced everywhere in U. S.? On what conditions do raw materials depend? --Make exhibit of raw materials and finished products from your area. Tell what machines and tools were used in making them. --Investigate and tell about the cities that have sprung up around clothing and textile mills.	**Arithmetic** Consumer practices Cost factors in production and distribution of clothing Measurements **Language Arts** Research Read labels and ads New words Write about clothing sources, construction	**Exhibits** Raw fibers at different stages plus finished products Labels and advertisements **Filmstrips** "The Clothing Factory" - Encyclopaedia Britannica "Cotton" - Encyclopaedia Britannica "How Cloth is Made" - Encyclopaedia Britannica "Materials for Clothes" - Encyclopaedia Britannica "Story of Cotton" - Society Visual Education "Story of Wool" - Society Visual Education

CLOTHING EXPERIENCES IN HOMEMAKING

GRADE FIVE

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
D. Scientists have been responsible for helping manufacturers to produce more and better clothing with less work and for discovering new fibers and textile finishes.	--Many clothing advertisements tell consumer to "add 10% to clothing cost, west of the Rockies." Why does this happen. --Take a product. Imagine all the workers who would be needed to produce it. Stress that because of this interdependence, we can't say whose work is more important. We must value all work and those who do it.	Science Fibers Machines Scientists help production, new fibers, finishes, etc.	Filmstrips (cont'd) "Where Clothes Come From" - Encyclopaedia Britannica Picture Collection Clothing and machines that made them
E. Both the government and the clothing industry provide help for consumers with their choice of textile fibers, fabrics, and clothing.	--Learn how the government and consumer groups help us in choosing clothing. --Collect labels that come on clothing. How do they help us? How should we use them?	Social Studies Government and industry help consumer Clothing production influences where workers lived Interdependence Mass production Integration World market	References Fleisher Yarns, From the Sheep to the Needle Institute of Hand Knitting, Knitting for Young Americans International Silk Assn., Naturally Silk, Story of Silk Sample Irish Linen Guild, Story of Irish Linen Pearce Woolen Mills, Story of Wool Pendleton Woolen Mills Romantic Story of Man Sheep
F.			See reference and textbook listings

CLOTHING EXPERIENCES IN HOMEMAKING

GRADE FIVE

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
III. CARING FOR OUR CLOTHING AND OUR APPEARANCE			
A. Cleanliness helps a person look and feel better. B. Bacteria grows in body perspiration and soon causes unpleasant odors. C. Bathing regularly is the easiest way to keep the whole body clean. D. Soap, water, and deodorants are aids to good grooming. E. Some textile fabrics are more suitable for protecting our clothing and appearance than others. F. Some textile fabrics require less care than others. G. Scientists have discovered finishes for cloth which makes its care easier. H.	--See previous grades. --Discuss importance of soap today and in the past. How is soap made? Test your regular soap with litmus paper. (Red turns blue when there is free lye). --Try to improve care of clothing practices. Demonstrate how to repair ripped seams and hems, sew on buttons, polish shoes, wash and dry stockings. --Using two skirts, demonstrate the result of letting one skirt lie in a ball on the chair while the other is hung up. --Try soaps on your tongue. If it stings, there is too much lye. (Chemists do this). --Discuss the difference in the appearance of the skin of a well-nourished person and a poorly nourished person. --Plan and present skits: One girl uses careless procedures (dirty towel, washcloth,etc.) when washing face, picks at pimples, puts on greasy cream, etc. Another girl demonstrates the proper care of the face and skin. Discuss how each girl might feel	Health Bathing Cleanliness Perspiration Deodorants Science Bacteria Cleaning properties of soap and water Deodorants Fabric finishes Soap testing Conservation of clothing	Exhibits Ads and labels telling about fabrics finishes Samples showing fabrics with special finishes Filmstrip "Proper Clothes and Their Care" - Encyclopaedia Britannica References See reference and textbook listings

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
	as she leaves for school. What impression would each make on others? How does the way the face looks affect the general appearance? (this can be done with boys too). --Make a list of cloth finishes that make care of clothing easier. Study advertisements and labels to see how common these finishes are.		
IV. SEWING FOR FUN			
A. Many people use cloth and thread to satisfy their creative interests and for leisure time activities. B. Commercial companies produce patterns to help people with their sewing. C. Success in sewing and needlework depends upon our ability to read and interpret directions; to choose proper fabrics, patterns, sew-	--See previous grades. --Make samplers like those done in Colonial times. --Wool plaid fabric may be used for making scarves for gifts for fathers. Cut crosswise on the fabric. Hem the two long edges and fringe the narrow edges. --Make a collection of commercial patterns. How do they make a contribution to our life? --Examine sewing books, advertisements in newspapers, etc. Make a list of all types of tools and machines used in sewing. List the reading and arithmetic skills and knowledge that is needed for sewing.	Arithmetic Measurements Art Choosing colors Creative designs Health Safety Self-expression	Exhibits Sample projects References Coats and Clark, *Embroidery Stitches* Singer Sewing Company See reference and textbook listings

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
ing supplies, and tools; to measure accurately; and to use proper sewing methods. D. Sewing can be a hobby, a necessity, or a vocation. E.	--Use sewing skills to help others--ex., Red Cross sewing. --Make quick projects using the sewing machines ex., Turkish towl apron, place mats, felt purse, pleated skirts, percale aprons. --Have committees take turns making simple repairs on children's clothing as the need arises. --Make plastic bags for storing clothing.	Language Arts Interpret and follow directions Sharing Vocabulary Science Color Sounds Tools, machines Social Studies Commercial sewing companies Heritage Hobbies Leisure time Purpose and effect of sewing on family life	

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
V. LEARNING ABOUT THE HISTORY OF CLOTHING			
A. We can learn much about people by studying the clothing originally produced and worn in their countries; what is still in use; how world conditions influence what they wear and buy, etc.	--See previous grades. --Display clothing and sewing tools of Pioneer days. --Make a "picture movie" showing the many processes used by the pioneers in making their own cloth.	Social Studies Appreciation of people Clothing reflects history and world conditions Heritage Interdependence	Exhibits Clothing and sewing tools of Pioneer days Clothing from different periods in history Picture Collection Fashions through the years Clothing from different periods in history References See reference and textbook listings
B. The heritage of the different parts of our country and other countries is reflected in the clothing of the people.	--Have a fashion show of clothing from different periods in history. Have each model tell how the owner got the cloth made or bought the garment, the cost, the home and family life he or she had, the fashion highlights of the garment, etc. Pictures may be used in place of the actual garments.		
C. People today appreciate people and clothing more when they understand what and how clothing was made years ago.	--Collect pictures of clothing worn in different parts of the U. S. during different periods of history. Note differences and similiarities and give reasons.		
D.	--Make a study of our current fashions. Can any of these be traced back to different periods in our history? If so, why would people choose them?		

FAMILY LIFE EXPERIENCES IN HOMEMAKING GRADE FIVE

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
I. LEARNING ABOUT PEOPLE			
A. A person's personality includes how he feels about things and acts towards others. B. Each person, in his personality, is different from others in some ways and alike in other ways. C. The differences in people make life more interesting. D. We do not inherit our feelings; we learn them. E. Attitudes and feelings make a difference in how new experiences and ideas are met. F. Worries and fears are easier to handle if understood. G. People get along better with each other when they understand and appreciate why they live as they do.	--See previous grades. --Discuss how you would help a new boy or girl in your neighborhood. What could they do to make friends. --Make a chart showing what friends do for each other. Collect pictures to illustrate. --Make a new friend. --Discuss how to make friends. --Discuss why people are referred to as "human resources"? --Compare your feelings with other members of your family. In what ways do you differ? Discuss why this can be true. --Collect pictures to illustrate differences in people as well as in material things. Discuss how these differences make life more interesting. --Make a study of the family life of the different nationalities in the class, town, or U. S. Compile the values they have in common. Discuss why it is possible to share these values and still live different types of lives.	Health Basic needs Consideration for others Emotions Friends and feelings Heredity Personality development Language Arts Comparing people and behavior Cooperation Dramatization Research Write stories and reports Social Studies Appreciate other people Basic needs People can make friends Values of different groups of people	Filmstrips "Colonial Children" - Encyclopaedia Britannica Picture Collection Friends People--alike and different References Instructor, Feb. 1961, We Looked Into Yesterday See reference and textbook listings

FAMILY LIFE EXPERIENCES IN HOMEMAKING

GRADE FIVE

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
H. Friendships result from people being interested in others, sharing possessions and interests, and being courteous. I. Even people whose family life differs from ours have values, many of which are the same as our own. J.			
II. LIVING IN A FAMILY			
A. Persons in the same family often resemble each other. B. Sometimes it is helpful to discuss emotional and social problems with our parents or other adults. C. Home ties are important to all people. D. We need to understand and appreciate how family members are important to each other.	--See previous grades. --When a baby is born, its father and mother must give it care for a long time. Why does a human baby need more care than a baby animal? --Compare family pictures and make a study of heredity. --Discuss how family heritage has changed in each generation. --Have each child write about some member of his family and how he helps him. --Discuss how the social life of the family is different in different sections of the U. S.	Health Emotions Family relations Heredity Maturity Problem solving Language Arts Comparing Creative expression Discussion Dramatization Research on importance of family to society	Filmstrips "Families Around the World" - Encyclopaedia Britannica "Life in Early America" - Encyclopaedia Britannica References Grade Teacher, Nov. 1959, Colonial Children, Their Work and Play Instructor, Sept. 1960, Colonial Life in New England Field Enterprise, Colonial Life in America, Pioneer Life in America

FAMILY LIFE EXPERIENCES IN HOMEMAKING

GRADE FIVE

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
E. We need to learn how to express our love and respect for our family members (and relatives).	--Tell about some recreation that can be enjoyed by the whole family.	**Language Arts (cont'd)** Write stories and reports about family, heredity	**References (cont'd)** Hawaiian Extension Service
F. Differences in family living are due in part to our cultural heritage.	--Pretend you are an Indian girl or Eskimo boy of long ago. Tell where you live and some of the things you and your family do.		See reference and textbook listings
G. The role of the family member has changed considerably during the past years.	--Discuss the changing role of women in the U. S. today. --Discuss the effect of floods, famines, no work, etc. on family life.	**Social Studies** Family appreciation Family roles change Heritage--cultural Home	
H.			
III. LIVING IN THE COMMUNITY			
A. People live in communities in many different societies.	--See previous grades. --Make a study and write a report on the improvements needed in your community. Tell what you can do to help get them.	**Health** Cooperation Environment Health factors Sharing	**References** See reference and textbook listings
B. The home life and activities differ in city, suburb, and farm communities.	--Discuss how life is different in different sections of the U. S.		
C. The community is dependent upon the help of many people in the community and in different parts of the country.	--Tell about the large cities that have areas in which clothing and food are produced and sold. What would you see if you were to visit these areas? Why are they important to the city? (Ex., New York City garment district) --Dramatize "Life on a Southern Plantation." Act out family scenes.	**Language Arts** Cooperation among people of all nations Discussion Dramatization Research--home life and cultural differences	

FAMILY LIFE EXPERIENCES IN HOMEMAKING

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
D. Cooperation among people is important if our country is to become, and remain, great and strong.		Language Arts (cont'd) Write stories and reports	
E. The lives of people are affected by storms, floods, famines, and wars.		Social Studies Community life Environment influences family life Heritage Home life differs Interdependence World relationships Cultural differences	
F. The cultural differences among the nations of the Western Hemisphere are wide but cultural exchange is to the advantage of all.			
G.			

FAMILY LIFE EXPERIENCES IN HOMEMAKING

GRADE FIVE

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
IV. LEARNING ABOUT THE HISTORY OF FAMILY LIFE			
A. People need to work and trade with each other in order to make life easier and to provide better things for all people.	--See previous grades. --Make a study of things we get from other countries. How do they improve our living? Repeat for things we send to other countries.	Language Arts Comparing people and family life Dramatization Research--way people live; nationality groups in U. S.	Filmstrips "Life in Early America" - Encyclopaedia Britannica
B. We can learn much about people by studying their early family life; what customs are still in existence; how they have been affected by community and world problems, etc.	--Make a list of the things in your home that help to make your life easier. (Include material possessions and personal services). --Discuss how your life is "better" because of these things; how you can use these things to make your life "better" as well as "easier."	Write reports, stories, letters Social Studies Family life Heritage	References Grade Teacher, Nov. 1959, Colonial Children, Their Work and Play, Gadgets of Colonial Times Instructor, Sept. 1960, Colonial Life in New England; Feb. 1961, We Looked into Yesterday Field Enterprise, Colonial Life in America, Pioneer Life in America
C. The heritage of the different parts of our country and other countries is reflected in the way families live.	--Have children discuss with parents their family customs--the origin, how changed, etc. Report to class. Summarize for class. What are common for class? Why?	Interdependence Good personal relations important to all people	See reference and textbook listings
D.	--Do research on the nationality groups that settled in different sections of the U. S. Consider why they settled there; contributions to the community and the U. S.; family life customs still in existence; etc.	Values reflected in way we live	

HOUSING EXPERIENCES IN HOMEMAKING

GRADE FIVE

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
I. LIVING IN HOMES A. The community is interested in the housing conditions of its citizens. B. In times of trouble the home becomes more important to the family. C. There are similarities and differences in home life in the different sections of the country. D. The differences in home living are due to differences in cultural heritage, resources, environment, and individual choice. E. Even people who live differently from us have values, many of which are the same as our own. F. Family members share the responsibilities as well as the privileges of home life. G.	--See previous grades. --Collect pictures of homes in cities, small towns, country, etc., and discuss how alike and different. Why? --Discuss the likenesses and differences among home life in the city, suburb, and farm. --Investigate what the community does to provide good housing. --Investigate what housing standards have been set by the community. --Discuss how home life has changed in each generation. Try to determine the causes of change. Repeat for home life in another section of the U. S. or in another country. --Make charts showing the roles of family members in different families. --Display pictures illustrating the responsibilities and privileges of family life. Discuss which can be handled by different family members.	Art Draw pictures of houses Make charts Health Basic needs Home life in different environments Housing and health Sharing Language Arts Cooperation Courtesy Discussion Research on how people live Write stories and reports on how people live Social Studies Attitudes Communities and housing Environment Family life Home life--standards values Heritage Personal values	Filmstrips "Home Life Series" - Encyclopaedia Britannica References See reference and textbook listings

HOUSING EXPERIENCES IN HOMEMAKING

GRADE FIVE

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
II. GETTING AND FURNISHING OUR HOMES			
A. People today are not building such large homes as they did in the past. B. Houses planned today are more functional and utilitarian. C. People may choose to own or rent their homes. D. Our different cultural heritages are reflected in the architecture and furnishings of our homes. E. In the past people had to use the raw materials available for heating, lighting and furnishing the home. F. Science and new inventions will continue to influence the materials and design of homes and furnishings. G. Home ownership for life and little replacement of furnishings is not as important today as in the past. H.	--See previous grades. --Discuss why homes today are smaller and of different design than in past. --Discuss how houses are planned to take advantage of the natural environment--ex., arrangement of rooms for summer and winter light and heat, view from picture windowns, etc. --Study the different shapes of roofs. Tell how different types are used to regulate amount of sunlight entering home, to withstand heat, cold, rain, snow, etc. --How are different kinds of rocks used in the home? --Investigate how chalk or calcium carbonate is helpful and harmful in the home. (Ex., lime in water leaves calcium deposits in tea kettle or steam iron). --Discuss how to arrange light at home for reading, working, etc. --Why is furniture usually more expensive on the West coat?	Art House designs different House plans--roof shape Language Arts Follow plans of house Organization Pictures, words Write or tell reports Science Environment and housing Heating and lighting Inventions Role in housing Source and variety of materials	Picture Collection House designs Homes of yesterday and today References Grade Teacher, Nov. 1959, Gadgets of Colonial Times Instructor, Sept. 1960, Colonial Life in New England Feb., 1961, We Looked into Yesterday Field Enterprises Colonial Life in America Pioneer Life in America Nebraska Historical Society, Homes and Food in Early Nebraska, The Sod House See reference and textbook listings

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
		Social Studies Heritage Home reflect world conditions Home ownership Interdependence Inventions Personal values	
III. CARING FOR OUR HOMES			
A. Machines in the home increase man's production and make difficult tasks easier. B. Man uses the science principles concerning heat in many different ways in the home. C. Safety rules should be remembered and applied. D. The cost of housing includes renting or owning, furnishing, upkeep of furnishings, maintenance of building, replacement, insurance, utilities, services, etc. E. A regular saving program is the best way to	--See previous grades. --Discuss the jobs in the home that have been made easier because of machines. --Collect pictures of things used in the home and the machines that made them. --Investigate the different types of heating devices for the home. Compare. --Make a list of all the safety rules that could be applied to home living. Check at home to see where improvements need to be made. --Check with parents, or ask a speaker to help you determine the cost of providing housing for the family. Compare renting and owning costs. Discuss what part of the income is used for housing. Con-	Health Attitudes Cleanliness Energy expenditures Safety Sharing Language Arts Cooperation Follow directions Routines become habits Research Write reports on housing costs	Filmstrips "How to Have an Accident in the Home" - Encyclopaedia Britannica Picture Collection Machines in the home Science in the home References Grade Teacher, Nov. 1959, *Colonial Children, Their Work and Play* See reference and textbook listings

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
achieve a financial plan. F. People today have the opportunity to shop in wholesale, retail, or discount stores. G.	sider the importance of wise choice, proper care, etc., of house and its furnishings. --Discuss with a banker the different types of saving programs available. Explore the benefits of each and decide which would be best for you. Consider starting a saving program of your own. --Make a chart comparing the different types of stores where you can shop. Consider the advantages of each. Decide when you would choose to shop in each type.	Science Electricity Heating Machines, tools Safety Work easier Social Studies Attitudes Financial plans Housing costs Interdependence Productivity Stores--kinds	
IV. HAVING FUN IN THE HOME			
A. Increased leisure time will bring changes in the type of recreation and social life enjoyed by the family. B. Fun in the home is different in different kinds of homes and communities.	--See previous grades. --Discuss why people still engage in crafts today that used to be a necessity. --How does fun in the city differ from fun in the country? --Organize class hobby show. Tell why the hobby is interesting. --Discuss family hobbies and tell why they are important. --Tell about fun in different parts of the country.	Health Family fun differs Hobbies Leisure time Sharing fun Social Studies Environment and recreation Family life	Picture Collection Family fun in the U. S. Recreation through the years References Grade Teacher, Nov. 1959, Colonial Children, Their Work and Play See reference and textbook listings

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
C. Parents try to plan areas in the home which the family members can use for fun. D. Sharing fun in the home results in increased pleasure. E.	--Make candles in different shapes to give as gifts. --Consider how social life has changed from past generations. How has this affected you and your family? --Make a list of the different types of facilities available to your family for family fun. This list might be duplicated for other families.	Social Studies (cont'd) Leisure time Sharing Social life changes	
V. LEARNING ABOUT THE HISTORY OF HOMES			
A. In the past home building and home chores were a vital part of everyday life. They were made the occasion of social gatherings. Fun and work went together. B. The heritage of different parts of our country and other countries is reflected in the homes and home life of the people. C. The homes of famous people that have been preserved as historical monuments can tell us much about the people, their personal traits and	--See previous grades. --Display articles from pioneer days. --List modern conveniences that we have today that were not available in Pioneer days--gas, electricity, stoves, central heating, etc. --List and discuss various jobs which early settlers had to perform for themselves that most people no longer do. --Collect pictures of way people lived years ago and live now. People have changed their ways of living. How are they able to do this? --Discuss trips made to homes of famous people. What did they learn about home life of different periods of history? Display pictures, gifts, etc.	Language Arts Comparing early chores with present Research Write reports Social Studies Attitudes Heritage Home life Historical homes	Exhibits Articles from Pioneer times Filmstrips "Houses of Long Ago" - Encyclopaedia Britannica "Life in Early America" - Encyclopaedia Britannica Picture Collection Historical homes Home life through the years

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
values, the home life of the time, the country's resources and environment, etc.	--Class make soap as a reminder of early times and to illustrate science principles.		References Field Enterprises, Colonial Life in America, Pioneer Life in America See reference and textbook listings
D.			

FOOD EXPERIENCES IN HOMEMAKING

GRADE SIX

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
I. EATING FOR HEALTH			
A. A good diet is based on an understanding of how the body uses food. B. The body uses carbohydrates, fats, vitamins, and water in certain amounts and specific ways for body building, heat, and energy. C. Because fat has more fuel value than sugar or starch, it is an important food in cold climates. D. The body should be dependent upon proper foods rather than laxatives for regular elimination. E. The digestive system is the route of the food through the body. F. A chemical change within the body releases the heat and energy from food. G. Food not digested and used is stored in the body or eliminated as solid and liquid waste.	--See previous grades. --Read about vitamin deficiency disease. How can they be cured? --Do research project to show foods other than animal foods that contain protein. --Experiment to show that milk contains fat, protein, minerals, vitamins. --Do experiences that will demonstrate reasons for the importance of essential nutrients for health and the best food sources. --Discuss the food sources of protein as they relate to the study of milk and milk products. --Have a basket of food from which children will pick food that will give them--ex. Vitamin A for good vision, etc. Have products labelled--"I have little Vitamin A but much iron and am good for ________." --Collect pictures of children of different ages and growth. Put all of one age together. Note differences in different children. When is most growth? What does this mean to eating habits? --Compile and discuss food charts as food nutrient groups. What relation does this have to overweight, Vitamin C, etc. ?	Arithmetic Comparison Cost of "good" nutrition Counting, tabulating group, classify Equivalents Metric System Weigh, measure Art Make charts, murals, posters Self expression Health Body uses food Deficiency diseases Diet Digestion Elimination Health habits Meal planning Responsibility	Filmstrips "Eating right kinds of food" Popular Science "Food for Life" - Swift "You and Your Food" - Encyclopaedia Britannica Picture Collection Cheeses around the world Children--different ages and growth Digestive system Sources of food nutrients Structure of foods Vitamin deficiency diseases References Forecast, Feb. 1961, Rat Feeding Experiments Grade Teacher, Dec. 1962, Animals Go to School Grade Teacher, Apr. 1963, Sixth Grade is Ready for Chemistry Experiments

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
H. Poor health habits are more likely to be responsible than glands for fatigue, overweight, or underweight in children.	--Do an experiment to prove that increasing the amount of food you eat at breakfast will not make you gain weight. For one week eat your normal breakfast or what you please. Weigh yourself. Then for a week eat your normal breakfast plus an egg and juice and weigh yourself. Repeat if necessary.	Language Arts Dramatization Follow directions Read and interpret food information New words, terms Research Write reports, stories	References (cont'd) American Bottlers, What Little Rats Drink and How They Grow American Institute Baking, Enriched Bread National Dairy Council, Food Models, Meal Charts, Taking Milk Apart National Education Ass'n., Food for All
I. Food choices should be based on values, not on fads.			
J. Maintaining good health and preventing the spread of disease is an individual responsibility.	--Report on foods enriched or fortified. Learn what the process adds to food.		
K. Coffee and tea are stimulants which interfere with good eating, have no food value, and do not belong in a child's diet.	--Study structure of foods such as the cross-section of cereal grains. --Show that cheese contains water by weighing cheese. Then allow it to dry (grate to speed up evaporation). Weigh again.	Science Chemical and physical changes Composition of foods Digestion Disease Food from sun's energy Research Scientific food experiments	See reference and textbook listings
L.	--Make a study of "cheeses around the world". --Make a study of food values of various plants and the cost of animal protein in relation to proteins from other food products. --What candy is best for quick energy? --Make large chart of food canal, showing what digestion of nutrients takes place in each part. --Change starch in cracker to sugar.	Social Studies Attitudes and food Environment and foods needs	

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
		Social Studies (cont'd) Health and eating habits affect human relationships Individual and shared responsibilities for health Personal values reflected in food choices World food patterns	
II. GETTING OUR FOOD			
A. In future years the body will continue to need the same food nutrients, but the types of food, their sources, and methods of preparation will be different. B. Food scientists and nutritionists will continue to experiment and develop new and better methods for producing and distributing food.	--See previous grades. --Learn how food plants are grown. --Do research on the development of food for space travel. --Discuss the kinds of milk; taste differences; compare costs per quart; most economical form to use for beverage and cooking; take milk apart; investigate cleanliness from dairy to consumer. --Visit a vegetable market--list as many vegetables as you can find there. Fine out where each was grown and how it got to community.	**Arithmetic** Compare prices, qualities Fractional parts Equivalents Group, classify Measure, approximate **Art** Make charts, posters, maps	**Cookbooks** **Filmstrips** "Our food comes from all parts of world" - Popular Science "Production of Maple Syrup" - Department of Agriculture "Science, Invention, and Food" - Popular Science

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
C. The sea, which has given us food for years, will be one of the sources which will provide us with new and different types of food in the future. D. Chemists analyze some foods by group tests to determine food nutrients, methods of preparation, and desirable qualities. E. The quality and price of foods are influenced by the season of the year, the form available, and the problem involved in getting from the source to the table. F. The wise use of money is important to the successful purchasing of food. G. The ability to read and interpret advertising is important to the successful purchasing of food and health products.	--Make a chart or poster showing all the ways an animal is used by man. --What mammals, other than cows, give milk. --Visit fish market and note varieties sold. Where do dealers get the fish? What forms are sold? How is the fish protected from spoiling? What nationality fish specialities are sold? --How are mollusks important to man? Study menu cards to see how used as food. --Make bulletin board showing" foods from sea". --Have a fish tasting party--serve bites of salmon, tuna, sardines, fish sticks, etc. --Discuss "Oysters should be eaten only in "R" months." --How has fish cookery become easier than in past and why? --How is seaweed being used as food? --What is "plankton" and why is it considered a food for space journeys? --Visit extension college to find out what experiments are in progress? How do these places help all people as well as farmers?	Language Arts Outlining Read and interpret advertisements Research Reports--well organized Science Foods for future Science's role in world feeding and health Scientific food experiment Sea as a source of food Social Studies Economics of food Food and world conditions Interdependence U. S. and world nutrition World food markets	Picture Collection Foods from the sea Food plants from Old World Food plants from New World Mammals that give us milk Vegetables--familiar and unfamiliar References Grade Teacher, Nov. 1957, A Classroom Trip to India Practical Home Economics, Jan. 1962, Food and Family Life of India Doubleday Co., Around the World Program booklets Embassy of Country French Embassy Glossary of French Culinary Terminology, etc. Kraft Food--World of Cheese Pineapple Growers See reference and textbook listings

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
H. The people of the U. S. have a responsibility for helping to improve the nutrition of the people in other parts of the world.	--Investigate the use of surplus foods. How are they handled? How are they used locally; in school lunch? How do they help the world?		
I.	--List important food plants that come from Old World and New World. Which is greater? --Visit the market to find foods from France, etc., made possible for American consumption through canning. What French words and foods are part of the American food vocabulary? Prepare a French menu (etc.) for school lunch. --Investigate the ways we can share our food with people of other countries.		
III. PROTECTING OUR FOOD			
A. Disease germs may enter the body in the air we breathe, from food and drink, or breaks in the skin.	--See previous grades. --Interview the sanitary inspector for proper care and handling of food and equipment--ex. health inspection, clean kitchen, no cracked dishes. Can any of this apply to home? --Examine a cracked dish under magnifying glass to see where germs might collect.	Health Cleanliness Community agencies Disease Safety Science Chemical changes in food--helpful & harmful	Field Trips Creamery Garbage disposal and sewage system References See reference and textbook listings
B. Both the individual and the community share the responsibility for preventing the spread of disease germs through food and water.			

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
C. One of the individual's and community's responsibilities is making provision for adequateand safe garbage and sewage disposal. D. People are protected by government regulations dealing with the sanitary handling of food in commercial enterprises. E. Yeast and bacteria cause chemical change to take place in foods upon which they live. Some changes are helpful and some are harmful. F. Molds may be helpful or harmful. Some molds spoil food while others give flavor to food. G. Foods kept in a sunny, airy place are not as likely to mold. H. Sterilizing foods kills the microorganisms while freezing foods inhibits the growth of the microorganisms.	--Discuss the harm of people eating from the same dish, candy, etc. --Investigate the Pure Food, Drug, and Cosmetic Law. How does it protect us? --Investigate how garbage and sewage disposal is handled in West Orange. What should be done with garbage in our own homes? --Make list of health habits to prevent spread of disease. --Visit a creamery to see how microorganisms in production of milk products are used. --Discuss how coffee growers are dependent upon microorganisms. --Bring samples of cheese flavored with mold. --What is "mother of vinegar"? How is it used? --The nose and mouth help you to know a great deal about food. How do they help to tell you when food is spoiled? Do foods taste the same if you can't smell them? Experiment. --Find out about the special work of "Tea Tasters." How do they identify different teas as to country grown, variety, etc. ?	Science Disease prevention Freezing foods Sterilizing foods Social Studies Community and individual's role in preventing spread of disease Government laws protect consumer of food Interdependence Sharing responsibility for preventing spread of disease in other parts of world	

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
I.	--One of the ways for conserving food is to use careful measurements in cooking. Show how this is true.		
IV. PREPARING AND ENJOYING OUR FOOD			
A. One of the most important skills in preparing food is the ability to conserve the food values present in the food. B. The ability to cook means knowing how to plan, prepare and serve foods for breakfast, lunch, dinner, party, and snacks. C. People interested in cooking will want to know how to prepare the less common foods in the Basic Food Groups and how to prepare a food in a varietyof ways. D. Properly planned outdoor or party meals can be healthful as well as fun.	--See previous grades. --Demonstrate how to cook vegetables to preserve vitamins. --Prepare a dish containing several foods. See if class can guess what is in it. --Experiment with flours mixed with water and fat but no leavening. Fry. Note how flat product is without leavening agent. --What is the purpose of baking powder, and other ingredients, in food products? --Arrange a display of cacao products and discuss. Compare chocolate and cocoa. Experiment to show difference. Look up the food value of chocolate. Make and enjoy different chocolate drinks and foods. --What sounds are connected with cooking? --How does weather affect cooking (candy, icing, etc.)? --Clean, prepare, and serve simple international foods.	Arithmetic Compare food values, prices Equivalents Estimates Fractions Measures, weights Art Attractive preparation and serving of food Creative table settings, foods, etc. Health Attitudes Cleanliness Eating habits and manners Meal planning Preserving food value Safety	Exhibit Chocolate production Cacao products Filmstrips "Food habits and customs"-Popular Science Picture Collection International foods References Grade Teacher, Mar. 1961, Recipes of the World Grade Teacher, Nov. 1961, With Applecrack and Cornbread for All American Swedish News Service, Swedish Foods, Customs, Holidays French Embassy France and Her People French Christmas Customs French Holidays Glossary of French Culinary Terminology, etc.

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
E. Preparing food can be a pleasant or unpleasant experience, depending upon the attitude and ability of the person doing the preparation.	--Pretend you are invited to a friend's to eat. They serve a vegetable you dislike. What should you do? --Have tasting parties of foods native to the different countries studied.	Language Arts Interpret and follow directions Recipes as sources of information Social skills	References (cont'd) Pineapple Growers J. Walter Thompson, Breads of Many Lands, Have Fun, Make Rolls United Nations Teaching Kits
F. Science and art principles contribute to the successful and attractive preparation and serving of food.		Science Machines and tools Atmosphere Chemical and physical changes Conservation of food and food values Experiments with foods Food research for future needs Sounds in food preparation	See reference and textbook listings
G. The need for people to learn about foodand food preparation will never stop. New foods, new methods of processing which involved different principles of preparation, space travel, more people to feed, and others will make it necessary for us to study in order to keep our knowledge up-to-date.			
H. Part of the pleasure of food comes in the eating. Knowing how to serve and eat food properly will help us as guests or hosts.		Social Studies Appreciate and understand people of the world Interdependence Responsibility of people to help each other	

FOOD EXPERIENCES IN HOMEMAKING

GRADE SIX

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
I. People can show their respect for other people by using good table manners, eating the food served, and thanking the people who were responsible for providing the food. J. People in America have found pleasure in learning how people in other countries grow, cook, and serve their food and in being able to eat these foods in our own homes and restaurants. K.			
V. LEARNING ABOUT THE HISTORY OF FOOD			
A. Through the study of food and nutrition people will be better able to understand and appreciate each other. B. The United Nations has established several organizations to help the people of the less advanced sections of the world meet their needs for food, health, and medical care.	--See previous grades. --Take a field trip to museums, antique shops, restaurants serving international foods, or to grocery store selling foreign foods. --Compare dairying in U. S. and other countries. Collect pictures of a country -- Native costume, animals that give milk, ways to carry and sell milk in that country.	Health Food and disease Responsibility for food needs of others Sharing World health Language Arts Dramatization Letter writing Research	Field Trips Grocery store Museum Restaurants Filmstrips "Food Makes History" - Popular Science "Food Through Ages" - Teachers Library

FOOD EXPERIENCES IN HOMEMAKING

GRADE SIX

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
C. The people of the U. S. have a responsibility for helping to improve the nutrition of the people in other parts of the world.	--Discuss tea in many lands. Consider customs, preparing, drinking, history (trade, colonization, effect on history), where grown. --Write an advertisement telling American colonists how to make tea.	Language Arts (cont'd) Use reference sources	Picture Collection Cooking utensils of foreign countries Dishes of foreign countries
D.	--Food tester experiment. Tell foods (sugar, salt, flour, cornstarch, cream of wheat) apart by looks, feel, smell, taste. --Collect cooking utensils and dishes used in other countries. --Investigate the organizations that are at work to help people of other countries with their food problems.	Science Conservation Disease Food nutrients Use of food by body World food needs Social Studies Contribution to civilization Interdependence People and their problems Sources of food	References See reference and textbook listings

CLOTHING EXPERIENCES IN HOMEMAKING

GRADE SIX

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
I. DRESSING FOR HEALTH AND APPEARANCE			
A. Being neat, clean, and wearing becoming clothing do much for personal appearance. B. A good appearance is aided by a smile and pleasant manners as well as by neatness and cleanliness. C. Suitable clothing increases comfort and protects the health. The fit of the garment can affect the normal functioning of various parts of the body. D. The color of fabrics will influence the choice of clothing for different seasons of the year. Heat and light are reflected by white and absorbed by black thus making light fabrics better for warm weather and dark fabrics for cool weather. E. A person should consider the art principles about color, line, and design, when choosing clothing or fabrics.	--See previous grades. --Collect pictures of well-groomed and poorly groomed people. Discuss how the poorly groomed people can be helped to improve their appearance. --What are the provisions made at school for helping people to make a pleasing appearance? At home? --Read newspapers and magazines for fashion ideas. How can you tell fashions from fads? --Collect pictures or have a style show of garments to illustrate ease of care, proper fit, fashions from the past, etc. --How have synthetic fibers helped to make it easier to be well groomed? --Plan a fashion show on "Fashions for Space Ships or Space Travel." Use imagination. --Experiment with different lines, colors, and designs in fabrics and clothing. Have classmates help you choose most becoming for you.	Art Color Design Line Health Cleanliness and clothing affect appearance and behavior Clothing choice affects body health Emotions affect appearance Science Color of fabrics and seasons of year Properties of fibers and fabrics Social Studies Grooming and relationships Occupations and clothing	Filmstrip "Clothes and Why We Wear Them" - Encyclopaedia Britannica Picture Collection Clothing--ease of care, proper fit, fashions, etc. Clothing--line, color, design Well-groomed and poorly-groomed people References See reference and textbook listings

CLOTHING EXPERIENCES IN HOMEMAKING

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
F. A person's occupation will influence the type of clothing that he wears.			
G.			
II. GETTING OUR CLOTHING			
A. An understanding of basic scientific principles can contribute to the wise selection and care of clothing. B. The textile industry has been important to the development of the United States. C. Chemists are able to analyze textiles by group tests. Some of these tests may be used by the consumer to distinguish basic fibers. D. In future years people will use many different fibers for cloth and many different methods of making cloth. E. The synthetic fibers have not replaced the use of natural fibers in the making of fabric or clothing. Rather the synthetic and natural	--See previous grades. --Collect different "man-made" clothing fabrics and labels. See if you can discover the best features of each. Write to chemical companies for information. --Look in paper for advertisements for arts and crafts from other countries. --Discuss the fibers that are used in other countries. --Many sweaters are sent to this country from England. Why do we buy so many of these sweaters? --Collect different fabrics. Test fibers by burning acids, and lye solution. Study labels to find fiber content. Study wool labels to find if virgin, reprocessed, or mixture of wool and synthetic fiber? Chart strong and weak points of different fabrics. --What are some of the things you think about when shopping for clothing (include manners)?	Arithmetic Buying clothing Wise use of money Cost factors in clothing from source to consumer Language Arts New words Read labels and ads Research Write reports on textile test, etc. Write letters to chemical companies for information Science New fibers	Exhibits Advertisements and labels Fabrics for comparing and testing Filmstrips "The Clothing Factory" - Encyclopaedia Britannica "Cotton" - Encyclopaedia Britannica "How Cloth is Made" - Encyclopaedia Britannica "Materials for Clothes" - Encyclopaedia Britannica "Story of Cotton" - Society Visual Education "Story of Leather" - Society Visual Education "Story of Wool" - Society Visual Education "Where Clothes Come From" - Encyclopaedia Britannica

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
fibers together have increased the variety of fabrics available for different uses and require different types of care. F. "Dressing for Space Travel" has provided the need for textile scientists to invent a new type of clothing. G. The wise use of money is important to the successful purchasing of clothing. H.	--Discuss what should be considered when buying shoes? Include types, construction, cost, part of wardrobe.	Science (cont'd) Science principles influence selection & care Space clothing Textile chemists Social Studies Clothing production in future Interdependence Textile industry's contribution to U. S. World clothing markets	References See reference and textbook listings
III. CARING FOR OUR CLOTHING AND OUR APPEARANCE			
A. It takes care to keep clothing looking the way people like to have it. B. Different fibers have different properties and require different care. C. Modern inventions have helped to make the care of clothing much easier.	--See previous grades. --Analyze cleanliness and grooming qualities which we admire most in friends. --Discuss how people in the past kept clean in comparison with modern practices. --Demonstrate how clothing will last longer if given proper care--ex. darning, hang in sunshine to air, remove mildew stains, etc.	Health Cleanliness Commercial products--use on skin Grooming habits Personal appearance Skin--acne	Exhibits Commercial products for use on skin, etc. Labels for clothing care Filmstrip "Proper Clothes and Their Care" - Encyclopaedia Britannica

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
D. Molds (mildew) and animals (moth, silver fish) are harmful to clothing. They can be controlled by keeping clothing clean and dry and by putting clothing out in the air and the sun.	--Discuss why it is dangerous to try to clean clothes by rubbing gasoline on dirty spots. What should be used to remove stains. --Have spot cleaning lesson. Get different types of stain removers and demonstrate how to use. --Demonstrate how careful care of clothing will help to conserve clothing.	Science Animals, molds, and clothing Chemical fluids for cleaning clothing Commercial products, ingredients, etc. Fibers--properties and care Inventions make care easier Safety Stain removal Social Studies Grooming and relationships Conservation of clothing Government regulations on commercial grooming products	References See reference and textbook listings
E. Clothing will last longer if repairs are made as the need arises.	--Make a collection of labels from clothing. What do the labels tell you about care of clothing? Do you understand all the information given on a label? Is there some additional information you would like to see given?		
F. The commercial products available for care of the body and hair should be examined carefully before being used. Never should they take the place of soap and water.	--Make a study of the commercial products available for the care of the body and the hair. Consider costs, ingredients, safety, government regulations, purposes, results, etc.		
G.	--What products should boys and girls use in caring for the skin? --Learn what causes acne and how it can be prevented or cured.		

CLOTHING EXPERIENCES IN HOMEMAKING

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
IV. SEWING FOR FUN			
A. The study of clothing and needlework can help people to better understand and appreciate each other.	--See previous grades. --Use sewing skills to make kimonas and animals for the Red Cross. --Dolls may be dressed in the costumes of the countries studied.	Arithmetic Buying clothing Evaluating clothing--costs, quality	Exhibits Sample projects References Coats and Clark, Embroidery Stitches Singer Sewing Company
B. The ability to sew can be a useful skill for home and family life.	--Children may help to make curtains for the classroom, flag for the school, etc.		
C. The ability to sew can be helpful in evaluating the quality of workmanship and price of commercially made clothing.	--Compare commercially made clothing and gifts with handmade gifts. Consider quality, individuality, price, etc.	Art Choosing colors Creative designs	See reference and textbook listings
D. The ability to sew can enable a person to give pleasure to others through the construction of gifts.	--Demonstrate using sewing and creative abilities as a method for adding individual touches to commercially made garments--ex. applique or embroider designs on clothing, place mats, napkins.	Health Appreciate people Safety Self expression	
E.	--Use fabric shapes and embroidery stitches to create pictures or abstract designs for wall decorations. --Make place mats. Decorate with original design cut from "press on" tape.	Language Arts Interpret and follow directions Sharing Vocabulary Social Studies Appreciate people Doing something for others Heritage	

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
		Social Studies (cont'd) Hobbies Home and family life	
V. LEARNING ABOUT THE HISTORY OF CLOTHING			
A. Through the study of clothing and needlework, people will be better able to understand and appreciate each other. B. Clothing fashions today have been inspired by clothing needs and fashions of the past. C. The people of the U. S. have a responsibility for conserving clothing and for helping to improve the clothing of the people in other parts of the world. D.	--See previous grades. --Make a clothing study to determine which countries have the greatest variety and quantity of clothing. Why? Would price of clothing have any effect? --Consider the "Clothing Drives" held by different churches and civic groups. Discuss why this is done. What types and conditions of clothing should be donated? Why? --Prepare an exhibit of clothing construction and needlework done by mothers, relatives, or the maker's opinion of it, how she learned to make it, etc. --Make a study of your wardrobe to find one garment that needs some care or repair that you might learn how to do. --Make a study of fashions through the years. Which might be good today? What determines fashion? --Study family and home life during different periods of history. How are living conditions reflected in the clothing worn by the people?	**Art** Color Design **Health** Attitudes Clothing needs change Responsibility for clothing needs of others **Language Arts** Research Sharing Write stories **Social Studies** Appreciation of other people Conservation of clothing Interdependence Heritage Responsibility for clothing needs of others	**Picture Collection** Clothing from different periods of history **References** See reference and textbook listings

CLOTHING EXPERIENCES IN HOMEMAKING

GRADE SIX

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
		Social Studies (cont'd) Living conditions reflected in clothing	

FAMILY LIFE EXPERIENCES IN HOMEMAKING

GRADE SIX

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
I. LEARNING ABOUT PEOPLE			
A. Mental health is as important to our happiness and well being as physical health. Learning to live happily with your self and others can be acquired. B. Ability to get along with others involves being concerned for their happiness and welfare. C. All people experience problems and feelings of fear, anger, and jealousy. How they handle them is important. D. Discussing problems with understanding adults often helps.	--See previous grades. --Discuss people who are considerate of each other. Why are they considerate? --Make charts to show how groups make people more happy, feel comfortable, be more effective, etc. --Make a list of the kinds of different feelings you had in one day. Tell why you had each feeling. --Collect picture of children showing emotional growth from babyhood until now. --Act out problems — --if offered a food you never saw before --If given a food you dislike and you are a guest in a friend's home	Health Basic needs Consideration for others--maturity Emotions--effect on health Mental health Language Arts Cooperation important to good health Dramatization Research Self control--can be learned Write or discuss	Picture Collection Adults and their emotions Children and their emotions References See reference and textbook listings

FAMILY LIFE EXPERIENCES IN HOMEMAKING

GRADE SIX

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
E. Good feelings help people toward good health. F. People learn to enjoy new experiences by doing them. G. Actions have much to do with the ways people feel about each other. H. Immaturity is shown by one's lack of consideration for the feelings of others. I. How people live is influenced by where they live, their heritage, and the amount of freedom given them. J. People are more successful when they have goalstoward which they can plan and work. K.	--parents won't let you do something --Collect pictures of adults who are acting like children. --Observe how other boys and girls act in school, play, home. --How do sounds make you feel--ex., glad, guilty, afraid?	Social Studies Basic needs Environment influences how we live Goals Heritage Interdependence People and personal relationships Values reflected in relationships with people	

FAMILY LIFE EXPERIENCES IN HOMEMAKING

GRADE SIX

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
II. LIVING IN THE FAMILY			
A. The family is important to the continued development of our country as well as to the other countries of the world. B. Each individual shares the responsibility for improving and increasing the satisfactions of family life. C. The actions of a family member can affect the happiness and welfare of all the family members. D. Each individual should be resourceful and have creative interests so he can live independently when necessary. E. The heritage of our ancestors has influenced our family's attitudes, ways of doing things, customs, and values. F. "Space travel" and other scientific discoveries will have an important influence on family life in the future. G.	--See previous grades. --List the most important things which a family does for you; does for the community. --Write an account of "My Three Wishes for My Family." --Display pictures of attractive rooms and home showing happy family relationships. --Discuss how you should behave when parents, brothers, sisters have friends come to visit. --Tell how you can show concern for the happiness of family and friends. --Discuss what is required of a good baby sitter. --Practice dressing a child (put on diapers, shirt, care for dirty clothes). --Practice feeding a child (heat a bottle, hold baby, give new foods). --Learn how to play with children (know what they can do, make simple toys, games, stories, songs). --Discuss the roles of boys and girls in other countries.	Health Attitudes Emotions Family relations Individual's resources Language Arts Comparing Discussing importance of all family members Dramatization Research in family heritage Write reports and stories Social Studies Family and society Family of future Family relationships Family roles Heritage--influence on our values, etc.	Filmstrips "Families Around the World" - Encyclopaedia Britannica "Housing and Home Life in Soviet Union" - Society of Visual Education Picture Collection Home life References Practical Home Economics Jan. 1962, Food and Family Life of India Doubleday Co., Around the World Program booklets Embassy of Country United Nations Teaching Kit See reference and textbook listings

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
		Social Studies (cont'd) Personal development Values are influenced by our environment and heritage	
III. LIVING IN THE COMMUNITY			
A. Human beings are the most valuable resources a community or nation can have. B. Many people are needed to advance good physical and mental health in the community. C. The people of the world will be better friends and neighbors when they learn to live and work together. This requires understanding and appreciation of what each has to offer. D. How people live is influenced by where they live, their heritage, and the amount of freedom given them.	--See previous grades. --Discuss why different people in the world have different customs. --Tell about ideas, food, customs, etc., that we have in our country that were borrowed from other countries. --Discuss the different groups of people who live in the community. How do they differ? Why do they get along with each other? --Why do people like to visit other countries or communities? --Does travel help to bring understanding among people? Why is the tourist industry important? --Prepare a list of food or clothing words derived from names of places (ex., frankfurter, cologne, damask, hamburger).	**Health** Cooperation Environment influenceshow we live Physical and mental health Sharing World health **Language Arts** Cooperation--family, community, world Discussion Dramatization Research--how to improve understanding and appreciation among people of world	**References** Embassy of country United Nations See reference and textbook listings

FAMILY LIFE EXPERIENCES IN HOMEMAKING

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
E. The life of a community is enriched when people of other cultures and countries come to live in it.	--Look at advertisements in the newspapers or magazines for crafts and arts from other countries. --How many crops and animals from other countries are found in the U. S. ? Why?	Language Arts (cont'd) Write reports, stories, letters Introductions Words Social Studies Community members' roles Concern for others Customs Government roles Heritage Human resources Interdependence Relations with others United Nations World relationships	
F. The government, acting for the people, is concerned with the conservation of natural resources.	--Investigate the different organizations of the United Nations. Tell how they are helping families in other countries.		
G. The people of the U. S. have shown concern for the less fortunate people of the world in many tangible ways. These include sharing of surplus commodities, educators working with the people in their countries, the Peace Corps, etc.	--Have people come to speak, or read their reports, about their experiences in other countries as members of U. N. teams, etc.		
H.			

FAMILY LIFE EXPERIENCES IN HOMEMAKING

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
IV. LEARNING ABOUT THE HISTORY OF FAMILY LIFE			
A. The people of other countries have helped to develop and strengthen our country. We have the responsibility to help them to develop and strengthen their countries.	--See previous grades. --Discuss what we might do to help people in other countries. Include understanding, financial and material help, etc. --Invite people who have served in other countries as members of Peace Corps, U. N. teams, etc. , to discuss their experiences.	Language Arts Comparing life in different countries Discussion Dramatization Introductions Research--how we might help to strengthen family life Write reports Social Studies Attitudes Family life Heritage Interdependence Moral responsibility to help others Personal relations--locally and nationally Society and the family Values regarding family life World family	Filmstrips "Housing and Home Life in Soviet Union"-Society Visual Education References Embassy of countries United Nations See reference and textbook listings
B. The family life of a country, with its laws pertaining to marriage, divorce, and family welfare as well as it customs, reflects the attitudes and values of that society toward family life.	--Investigate the different organizations working to help people in other countries. --Investigate family life patterns in different countries. Consider differences, strengths, changes, improvements needed, etc.		
C.	--Discuss changes in family life here in the U. S. What changes have improved our family life, caused problems, weaknesses, etc. What might we do to strengthen family life?		

HOUSING EXPERIENCES IN HOMEMAKING

GRADE SIX

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
I. LIVING IN HOMES			
A. Through the study of housing, people are better able to understand and appreciate each other. B. People have learned to adjust living patterns to environment conditions and to change the surroundings to meet their needs. C. The size and appearance of homes have changed as people have placed more emphasis on simplicity in design and on serving a useful function for the individual family. D. Individuality in design of homes is sacrificed when mass production is necessary to improve the housing conditions of a community or to make housing costs more reasonable. E. Individuals and families in this and other countries differ in their housing needs and desires. F.	--See previous grades. --Display pictures of attractive homes which show evidence of careful family planning. --Display pictures showing "before" and "after" views of homes that have been remodelled to meet family needs. --Discuss changes that have been made in your home through the years. Explain reasons for changes. --Display pictures of homes of 50 years ago and of today. Discuss differences and likenesses. Why? --Do research to discover how mass production has contributed to improved housing conditions in your community. --Discuss how individual families use their creative abilities around their homes. --What determines housing needs for a family; for an individual?	Art Creative expression in home decoration House plans--simple in design Health Attitudes Basic needs Housing Language Arts Cooperation--family and world Research Write reports Social Studies Attitudes Environment and living conditions Home values Heritage Mass production World housing	Filmstrips "Housing and Home Life in Soviet Union" - Encyclopaedia Britannica Picture Collection Homes-"before" and "after" remodelling Homes - good and poor planning Homes of yesterday and today References See reference and textbook listings

HOUSING EXPERIENCES IN HOMEMAKING

GRADE SIX

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
II. GETTING AND FURNISHING OUR HOMES			
A. Home building and furnishings are an indication of changing world conditions. B. An understanding of scientific principles can contribute to the wise selection of the home and its furnishings. C. Many scientific discoveries can be good or bad depending upon how the discoveries are used. D. The home engineer is a special kind of scientist who applies the discoveries of scientists in many other fields in practical, useful ways. E. Many synthetic products are being used in the home as a replacement for, or as a supplement to, the natural products. F. New kinds of heating and lighting devices have improved the conditions under which we live.	--See previous grades. --Make a list of products in your name that come from trees. --Visit a furniture store to see the different kinds of lamps. --Tell how you can control noise in the home through the use of furnishings. --Tell what curtain materials you would choose for windows if you want them opaque, translucent, or transparent. --Discuss the synthetic products used in the home. What products have they replaced, and are they better than the natural ones? If not, why use them? --Discuss how a house is lighted by direct and indirect lighting. How is light measured? --Mirrors are supposed to make a room appear larger. How is this possible? --Do light and dark colors on the walls have any effect on appearance, temperature, etc. ? --Why are houses in hot climates of different designs and lighter colors than in north?	Art Home decoration House plans Creative abilities Language Arts Comparing Follow plans Research Vocabulary Write reports Science Heating and lighting Inventions Scientist--home engineer Synthetic products Social Studies Homes reflect world conditions Inventions Mass production World housing	Exhibits Curtain fabrics Synthetic products used in the home Picture Collection Art in home decorations Furnishings for the home Heating devices Lighting devices Synthetic products in the home References See reference and textbook listings

HOUSING EXPERIENCES IN HOMEMAKING

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
G. Mass production of houses has made it possible for more people to have better housing. H. Furnishing the home can enable the family to use the members' creative abilities to provide comfort and enjoyment for all. I.	--Discuss heating the home--types of heaters; pictures of heating devices; ways to prevent fires. --Investigate the solar stoves that are being used for cooking in tropical countries. --Discuss ways of cooling homes in summer--insulation, trees, fans, roofs overhand, etc. --Demonstrate the three methods of heat transfer as they relate to the home: conduction--metal for cooking utensils, handles, radiators convection--refrigerator and storage of food radiation--broiler of the stove		
III. CARING FOR OUR HOMES			
A. Safe homes make a safe community. Safety requires the cooperation of every person. Special occasions require special safety cautions. B. Many skills are necessary for the efficient management of the home. C. An understanding of scientific principles can contribute to the wise	--See previous grades. --Tell how to care for products in the home that are made of wood and other materials. --Collect pictures of home situations and discuss safety rules to observe. --Explore the home for safety hazards. Discuss with parents how they can be eliminated. --Discuss the importance of following directions to avoid accidents around electricity.	Health Cleanliness Safety Sharing Language Arts Cooperation needed for safe homes Follow directions to avoid accidents Routines	Filmstrips "How to Have an Accident in the Home" - Encyclopaedia Britannica "Life in Early America"- Encyclopaedia Britannica Picture Collection Safety in the home

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
care and most efficient use of the home and its furnishings. D. Electricity runs many of the machines in our homes. Machines save time and energy. The machines today are combinations of a few simple machines. E. People use money for different reasons in different countries. F. A financial plan and the ability to choose wisely are necessary if people are to get the most value for their money. G. Children who share in the responsibility of caring for the home are better able to enjoy the privileges and satisfactions of the home. H.	--List ways electricity has helped you, mother, etc., during the day. How were these things done in the past? --Have children make a list of the conveniences which they enjoy. Have the parents scratch off what they didn't have as children and then have grandparents do the same. Discuss the changes that have been made. --Discuss the use and care of machines in the home. Give a food demonstration using some of the machines. --How have power machines helped to give more leisure time? --Find out the horsepower ratings of household appliances. What does this mean? --Why is it necessary to defrost the refrigerator? Why does frost form? How can it be prevented? How are new refrigerators being made to have automatic defrosting? --Study the gas stove. How does air get into the burner? --Discuss ways that heat is helpful and harmful. --Demonstrate cleaning silverware by chemical action.	Language Arts (cont'd) Write reports Research Science Air--atmosphere, gas stove Chemical action in home care Electricity--circuits Gas Heating and cooling Home management Machines, tools Safety Social Studies Attitudes Community and home safety Financial plans Family roles Interdependence Money used for many purposes	References See reference and textbook listings

HOUSING EXPERIENCES IN HOMEMAKING

GRADE SIX

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
IV. HAVING FUN IN THE HOME			
A. The family should enjoy its home. Efficient work habits and shared responsibilities should result in more time for family fun. B. The family should plan its fun around the home. It should be a place where friends are welcome and where they enjoy coming. C. With the increase in leisure time, families will have more time for creative interests. D.	--See previous grades. --Arrange flowers and leaves for home in Japanese manner. --Do time and motion studies to develop more efficient work habits around the home. Choose studies dealing with jobs done by the pupils in their homes. --Investigate popular magazines to see how they help the family with work habits. --Tell about a home you like to visit because you have such a good time there. What makes this home so pleasant? --Learn to do some creative work--foods, clothing, needlework, painting, etc.--that is good for leisure time hobbies. --Make a list of things families can do together as they have more leisure time.	Art Arts and crafts Home decorations Health Family fun Friendships Hobbies Leisure time Sharing Work habits Social Studies Family life Leisure time Sharing Social life	Filmstrips "Life in Early America" - Encyclopaedia Britannica References See reference and textbook listings

HOUSING EXPERIENCES IN HOMEMAKING

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
V. LEARNING ABOUT THE HISTORY OF HOMES			
A. The people of the U.S. have a responsibility for helping to improve the housing conditions of the people in other parts of the world. B. Modern conveniences now are replacing many jobs formerly done by servants. C. Through the study of housing, people will be better able to understand and appreciate each other. D.	--See previous grades. --Ask parents about the inventions or discoveries in their lifetimes. What changes have been made? --Investigate and discuss how products of other countries are helping us today. --Investigate how people in other countries live and care for their homes. Why do Americans enjoy visiting in these countries on their vacations? --Investigate the organizations that are at work to help people of other countries with their housing problems.	Health Housing and health Responsibility for needs of others Sharing World health Language Arts Dramatization Letter writing Research Use reference sources Science Conservation Environment Inventions and modern conveniences World housing Social Studies Appreciation and understanding Contribution to civilization Interdependence People and their problems World family	References See reference and textbook listings

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ELEMENTARY TEXTBOOKS AND REFERENCE BOOKS

(Listed under Publisher)

PUBLISHER	HEALTH	SCIENCE	SOCIAL STUDIES
Benefic Press	Gr. 1 Come On 2 Here We Go 3 Step Lively 4 Good for You 5 Full of Life 6 Here's Health	PP Let's Go P Let's Try Gr. 1 Let's Find Out 2 Let's Look Around 3 Let's See Why 4 Let's Learn How 5 Let's Know Why 6 Let's Discover More	PP Our Way P Our Family Gr. 1 Our Home and School 2 Our Neighborhood 3 Our Community How Series Gr. 1 How Schools Help Us 1 How We Celebrate Our Spring Holidays 1 How Familes Live Together 2 How We Celebrate Our Fall Holidays 2 How We Get Our Clothing 2 How Foods Are Preserved 2 How We Get Our Dairy Foods 3 How We Get Our Cloth 3 How We Get Our Shelter 5 How People Live in the Middle East 5 How People Live in Japan 5 How People Live in Africa

PUBLISHER	HEALTH	SCIENCE	SOCIAL STUDIES
Bobbs Merrill	Gr. 1 Health at School 2 Health Day by Day 3 Health and Fun 4 Health and Growth 5 Health and Living 6 Health and Happiness	Gr. 1 Science 1957 2 " 3 " 4 " 5 " 6 Wonderworld of Science	(Scribner) Gr. 1 Working and Playing 2 Visiting Our Neighbors 3 Building Our Town 4 Building Our Communities 5 Building Our America 6 Building Our World
Creative Educational Society			Living Together in the Modern World (8 Volumes) 1 Food 2 Shelter 3 Clothing
D. C. Heath & Company		Gr. 1 Science for Work and Play 2 Science Here and Now 3 Science Far and Wide 4 Science in Your Life 5 Science in Our World 6 Science for Today and Tomorrow	

PUBLISHER	HEALTH	SCIENCE	SOCIAL STUDIES
Laidlaw	Gr. 1 My First Health Book 2 My Second Health Book 3 Easy Steps to Health 4 Health Trails 5 Your Health and You 6 Keeping Healthy		
MacMillan		Gr. 1 Science Life Series - #1 2 Science Life Series - #2 3 Science Life Series - #3 4 Science Life Series - #4 5 Science Life Series - #5 6 Science Life Series - #6	Social Studies Series - 1962 Gr. 2 Living As School Friends 3 Living in Places Near and Far 4 Living in Our Country and Other Lands 5 Living in the United States 6 Living in the Old World
Rand, McNally Company		Science Series - 1961 Gr. 1 Down Your Street 2 Around the Corner 3 In Your Neighborhood 4 Here and Away 5 Far and Wide 6 Your Science World	Social Studies Series - 1961 Gr. 3 Around the Home 4 Many Lands 5 Geographyof the New World 6 Geography of the Old World

PUBLISHER	HEALTH	SCIENCE	SOCIAL STUDIES
Scott Foresman and Company	Gr. 1 Just Like Me Being Six 2 Seven or So 3 From Eight to Nine 4 Going on Ten 5 About Yourself 6 About All of Us		Gr. P At Home (1958) 1 At School 2 In the Neighborhood 3 In City, Town, and Country 4 In All States 5 In the Americans 6 Beyond the Americans
L. W. Singer Company		Singer Science Series-1962 Second Edition and Guides Gr. 1 Science for You 2 Science All the Year 3 Science Adventures 4 Science Discoveries 5 Science Experiments 6 Science Problems	Gr. P We Play (1963) 1 We Live With Others 2 We Have Friends 3 We Look Around Us 4 Man Changes His World 5 This Is Our Land 6 The Great Adventure
John Winston Company	Gr. 1 From Head to Toe 2 Side by Side 3 How We Grow 4 Bigger and Better 5 Getting Acquainted 6 Knowing Yourself	Gr. 1 The New I Wonder Why 2 The New Seeing Why 3 The New Learning Why 4 The New Explaining Why 5 The New Discovering Why 6 The New Understanding Why	Gr. 3 Our Neighbors At Home 4 Neighbors Around the World 5 Building Our America 6 History of World Peoples

ELEMENTARY TEXTBOOKS AS REFERENCES FOR HOMEMAKING

(Note: The textbooks are listed by grades under the publisher. The "X" designates where there is information given on foods, clothing, family life, or housing)

Company	Subject	Title	Fds	Cl	F. L.	Hs
Grade 1						
Benefic Press	Health	Come On	X	X	X	X
	Science	Let's Find Out	X		X	
	Soc. Stud.	Our Home and School	X	X	X	X
		Our Family	X		X	X
Bobbs Merrill	Health	Health at School	X		X	X
	Soc. Stud.	Working and Playing	X	X	X	X
Heath	Science	Science for Work and Play	X	X		
Laidlaw	Health	My First Health Book	X	X	X	X
MacMillan	Science	Science Life	X	X	X	X
Rand, McNally	Science	Down Your Street	X	X	X	X
Scott, Foresman	Health	Being Six	X	X	X	X
	Soc. Stud.	At Home			X	X
		At School	X		X	
L. W. Singer	Science	Science for You	X			X
	Soc. Stud.	We Play	X		X	X
		We Live With Others	X	X	X	X
Winston	Health	From Head to Toe	X	X	X	X
	Science	The New I Wonder Why	X	X	X	X
Grade 2						
Benefic Press	Health	Here We Go	X	X	X	X
	Science	Let's Look Around	X			X
	Soc. Stud.	Our Neighborhood	X	X	X	X

Company	Subject	Title	Fds	Cl	F. L.	Hs
Bobbs Merrill (Scribner)	Health	Health Day by Day	X	X	X	X
	Science	The Wonderful World of Science	X	X		X
	Soc. Stud.	Visiting our Neighbors	X		X	X
Heath	Science	Science for Here and Now	X	X	X	X
Laidlaw	Health	My Second Health Book	X	X	X	
MacMillan	Science	Science Life, No. 2	X	X	X	X
	Soc. Stud.	Living as School Friends	X		X	X
Rand, McNally	Science	Around the Corner	X	X		X
Row, Peterson	Soc. Stud.	Basic Social Studies, No. 2	X		X	X
Scott, Foresman	Health	Seven or So	X	X	X	X
	Soc. Stud.	In the Neighborhood	X		X	X
L. W. Singer	Science	Science All the Year	X	X	X	X
	Soc. Stud.	We Have Friends	X	X	X	X
Winston	Health	Side by Side	X	X	X	X
	Science	The New Seeing Why	X		X	X
Grade 3						
Benefic Press	Health	Step Lively	X	X	X	X
	Science	Let's See Why	X	X		
	Soc. Stud.	Our Community	X	X	X	X
Bobbs Merrill (Scribner)	Health	Health and Fun	X		X	X
	Soc. Stud.	Building Our Town	X		X	X
Heath	Science	Science For Far and Wide	X	X		X
Laidlaw	Health	Easy Steps to Health	X	X	X	X
MacMillan	Science	Science Life Series, No. 3	X	X	X	X
	Soc. Stud.	Living in Places Near and Far	X		X	X

Company	Subject	Title	Fds	Cl	F. L.	Hs
Rand, McNally	Science	In Your Neighborhood	X	X	X	X
	Soc. Stud.	Around the Home	X	X	X	X
Row, Peterson	Soc. Stud.	Basic Social Studies	X	X		X
Scott, Foresman	Health	From Eight to Nine	X	X	X	X
	Soc. Stud.	In City, Town, and Country	X	X	X	X
L. W. Singer	Science	Science Adventures	X		X	X
	Soc. Stud.	We Look Around Us	X	X	X	X
Winston	Health	How We Grow	X	X	X	
	Science	The New Learning Why	X		X	X
	Soc. Stud.	Our Neighbors and Home	X	X	X	X
Grade 4						
Benefic Press	Health	Good For You	X	X	X	X
	Science	Let's Learn How	X			X
Bobbs Merrill (Scribner)	Health	Health and Growth	X	X	X	X
	Soc. Stud.	Building Our Community	X	X	X	X
Heath	Science	Science in Your Life	X	X		X
Laidlaw	Health	Health Trails	X	X		
MacMillan	Science	Science Life Series, No. 4	X	X		X
	Soc. Stud.	Living in Our Country and Other Lands	X	X	X	X
Rand, McNally	Science	Here and Away	X			X
	Soc. Stud.	Many Lands	X	X	X	X
Scott, Foresman	Health	Going on Ten	X	X	X	X
	Soc. Stud.	In All States	X	X	X	X

Company	Subject	Title	Fds	Cl	F. L.	Hs
L. W. Singer	Science	Science Discoveries	X			X
	Soc. Stud.	Man Changes His World	X	X	X	X
Winston	Health	Bigger and Better	X	X	X	X
	Science	The New Explaining Why	X		X	X
	Soc. Stud.	Neighbors Around the World	X	X	X	X
Grade 5						
Benefic Press	Health	Full of Life	X	X	X	X
	Science	Let's Know Why	X			
Bobbs, Merrill	Health	Health and Living	X	X	X	X
	Soc. Stud.	Building Our America	X	X	X	X
Heath	Science	In Our World	X		X	X
Laidlaw	Health	Your Health and You	X	X	X	X
MacMillan	Science	Science Life Series, No. 5	X	X	X	X
	Soc. Stud.	Living in the United States	X	X	X	X
Rand, McNally	Science	Far and Wide	X		X	
	Soc. Stud.	Geography of the New World	X	X	X	X
Scott, Foresman	Health	About Yourself	X	X	X	X
	Soc. Stud.	In the Americas	X	X	X	X
L. W. Singer	Science	Science Experiments	X			X
	Soc. Stud.	This is Our Land	X	X	X	X
Winston	Health	Getting Acquainted	X	X	X	X
	Science	The New Discovering Why	X	X	X	X
	Soc. Stud.	Neighbors in the United States and Canada	X	X	X	X
Grade 6						
Benefic Press	Health	Here's Health	X	X	X	X
	Science	Let's Discover More				X
Bobbs Merrill	Health	Health and Happiness	X	X	X	X
	Soc. Stud.	Building Our World	X	X	X	X

Company	Subject	Title	Fds	Cl	F. L.	Hs
Heath	Science	Science for Today and Tomorrow	X	X		X
Laidlaw	Health	Keeping Healthy	X	X	X	X
MacMillan	Science	Science Life Series, No. 6	X		X	X
	Soc. Stud.	Living in the Old World	X	X	X	X
Rand, McNally	Science	Your Science World	X			X
	Soc. Stud.	Geography of the Old World	X	X	X	X
Scott, Foresman	Health	About All of Us	X	X	X	X
	Soc. Stud.	Beyond the Americans	X	X	X	X
L. W. Singer	Science	Science Problems	X			X
	Soc. Stud.	The Great Adventure	X	X	X	X
Winston	Health	Knowing Yourself	X	X	X	X
	Geography	Neighbors Across the Seas	X	X	X	X
	Science	The New Understanding Why	X	X		X
	Soc. Stud.	History of World Peoples	X	X	X	X

SOME BOOKLETS, PAMPHLETS, LEAFLETS, SOURCES OF INFORMATION

AFRICA

Around the World Program booklets -- Doubleday and Company.
Information Service of South Africa
National Geographic Magazines--February 1948, March 1950, August 1959.
United Nations Teaching Kit.

ALASKA

Forecast Magazine, March 1960, Alaskan Foods.
National Dairy Council, Hello from Alaska.
National Geographic Magazine, September 1942, Alaska.

AMAZON

National Geographic Magazine, September 1952, Jungle Jaunt on Amazon Headwaters. (Good picture of manioc flour tortillas.)
National Geographic Magazine, May 1959, Giant Insects of the Amazon.

ASIA

Around the World Program booklets -- Doubleday and Company.
Embassies of the different countries.
Field Enterprises Educational Company, Asia (reprint).
National Geographic Magazine --March 1946, April 1954, January 1961.
United Nations Teaching Kits.

AUSTRALIA, ETC.

Around the World Program booklets -- Doubleday and Company.
Australian News and Information Bureau, Australia: A Guide for Teachers.
National Dairy Council, Hello New Zealand.
National Geographic Magazine, December 1945, New Guinea.
National Geographic Magazine, April 1952, New Zealand.
Practical Magazine, September 1959, Cook's Tour-Australia.

BEVERAGES

American Bottlers of Carbonated Beverages, Soft Drinks and Balanced Diet.
Thomas J. Lipton, Inc., Tea in Many Lands. (Unit on tea for intermediate grades.)
Sunkist Growers, Beverage Sampler. (Leaflet with recipes.)

BREAD

American Bakers Association
- Come Along and Watch Us Bake Taystee Bread - leaflet
- Your Daily Bread and Its Dramatic History - booklet

American Institute of Baking
- Bread in the Making - student booklet and teacher's guide, grades 3-4-5.
- Enriched Bread - booklet, history, ingredients, nutritive value.

Continental Baking Company
- Bread to Help Build Strong Bodies - unit
- The Story of a Loaf of Bread - unit

Merck and Company, The Slice of Life - booklet.

J. Walter Thompson Company
- Breads of Many Lands - booklet
- Have Fun, Make Rolls - booklet

Wheat Flour Institute
- From Wheat to Flour - booklet
- A Primer of Yeast Breads - booklet

BREAKFAST

Cereal Institute, Inc.
- A Basic Breakfast Pattern
- Breakfast Source Book

Florida Citrus Commission, Better Breakfasts for Primary Children, Teacher's Guide

General Mills, Eat and Grow - kindergarten to grade 3.

Kellogg Company
- A Good Breakfast for Good Health
- The Best Breakfast to You Each Morning

National Dairy Council
- It's Always Breakfast Time Somewhere - booklet and chart
- Ready for Breakfast - poster YA99. 18¢

BRITISH ISLES

Around the World Program booklets -- Doubleday and Company

Embassies of the different countries.

National Geographic Magazine, December 1947, Keeping House in London.

BUTTER

National Dairy Council, Buttermaking in the Classroom - teacher's guide and student folder, YB56, 8¢ -- Primary unit.

CANDY

Corn Product Company

Corn Syrup in Home Candy Making - leaflet

Dandy Homemade Candies - leaflet

Hershey Chocolate, Story of Chocolate and Cocoa - booklet and chart

National Confectioners Association, School Kit on Candy.

Nestle Company, The Manufacture of Chocolate - small exhibit.

CEREALS

American Museum of Natural History

Cereals and Civilization, #129 - $1.76

Rice as a World Food, #121 - 34¢

Corn Industries Research Foundation, Our Gift from the Indians - booklet

General Mills, The Story of the Cereal Grains - booklet.

Kellogg Company, The Grains Are Great Foods - booklet.

Merck and Company, Enriched; the What, the Why, the How, and the Wherefore - booklet

Ralston Purina Company, Whole Wheat Structure - student leaflet and wall chart.

Sunshine Biscuits, The Story of Wheat - booklet.

CHEESE

Kraft Foods, The World of Cheese - booklet

CHINA

Embassy of the country

National Geographic Magazine - April 1947, September 1942, June 1954, February 1954.

Pineapple Growers Association, 1959 - Kit.

United Nations Teaching Kits.

CLOTHING

International Shoe Company, Shoes Through the Ages - booklet

COFFEE

National Federation of Coffee Growers of Columbia, Trip to Columbia, Land of Mountain Coffee - booklet.

Pan-American Coffee Bureau, Coffee, the Story of a Good Neighbor Product - booklet for grades 5-10.

COLONIAL LIFE

Field Enterprises Educational Company

Colonial Life in America, booklet, 25¢.

Pioneer Life, booklet, 25¢.

COLONIAL LIFE (continued)
Nebraska State Historical Society
Homes and Food in Early Nebraska
The Sod House

COTTON
Cleutt Peabody and Company, See How Important Cotton is to United States, chart.
National Cotton Council of America
Cotton and You - four page folder.
Cotton Panorama - booklet.
Cotton Processing and Products - charts
History of Cotton Textiles - booklet
Pepperell Company, Magic of Textiles - booklet; Cotton kit exhibit; Booklet of pictures.
L. A. Willis - Teacher's Kit on Cotton.

DAIRY PRODUCTS
National Dairy Company
Dairy Food in U. S. A. - booklet YB102, 10¢.
Maybe I'll Be a Dairy Farmer - booklet.
Swift and Company, Story of Dairy Animals - booklet.

EUROPE
Around World Program booklets - Doubleday and Company.
Embassies or Government Information Service of different countries.
Field Enterprises Educational Company, Europe - booklet, 25¢.
National Geographic Magazines.
United Nations Teaching Kits.

FAMILY
Metropolitan Life Insurance Company
About Us and Our Friends - booklet (grades K-3).

FOOD
Allis Chalmers Company, The Story of Man and Food - booklet and chart.
Norton's of Gloucester, Inc. , America's Earliest Industry; The Story of Food from the Sea.
National Dairy Council, Cooking is Fun - booklet.
Food Models

FOOD PRESERVATION
American Can Company
The Story of Canning and Can Making - guide for elementary teaching.
A Word about Tin Cans - booklet, grades 4-6.

FOREIGN

- Around the World Program booklets - Doubleday and Company.
- Embassies of the countries.
- Lipton, Thomas Inc., 'Round the World Food Ideas - leaflet.
- National Geographic Magazines.
- Pineapple Growers Association.
- United Nations Teaching Kits.

FRANCE

- French Embassy
  - A Glossary of Frency Culinary Terminology, Foods, and Confections - booklet, 15¢
  - France and Her People - booklet.
  - French Christmas Customs - booklet.
  - French Holidays - booklet.
- National Geographic, July 1950, Home Life in Paris Today.

FRUIT

- American Fruit Growers, Inc., Buying Guide for Fresh Fruits and Vegetables - booklet, 50¢.
- California Raisin Advisory Board, Raisinland, U.S.A. - unit on raisins with booklet and guide.
- National Geographic Magazine, September 1951, Fruits...How They Came to America.
- Public Service, The Riches of New Jersey - booklet.
- United Fruit Company, Catalog of free educational materials on bananas and related subjects.

GROOMING

- Procter and Gamble
  - Ivory Inspection Patrol Game - wall chart and student score sheets.

HAWAII

- Dole Hawaiian Pineapple Company, How to Have a Wikirniki - leaflet.
- Forecast Magazine, November 1959, Hawaiian Food Customs.
- Hawaii Visitors Bureau
  - Hawaiian Party Time
  - Primer of Hawaiian Language.
- Hawaiian Extension Service
  - It's Fun to Entertain
  - Oriental Foods
  - Table Settings in Hawaii
  - Yasai Magic (Vegetable Tricks)
- United Air Lines
  - Your Hawaii - booklet

HOLIDAYS

Owen Publishing Company, Christmas Customs Colonial Life.

HOMES

Field Enterprises Educational Company, Homes - booklet, 25¢.

INDIA

Friendship Press, This is India, Pakistan, Ceylon by Constance Hallock - 60¢
Government of India Tourist Office
  Handbook of India
  Festivals of India
National Geographic Magazines - April 1946, December 1950.
Pineapple Growers Association, 1959 Kit.
Practical Home Economics Magazines - January 1962, Foods, Family Life.
United Nations Teaching Kits.

INDIANS

Field Enterprises Educational Company, American Indians - booklet, 25¢.
Highlights Handbook - November 1960, American Indians, 75¢.
Nebraska State Historical Society
  Indian Tribes - 95¢ a set
New Jersey Counsel Division of Planning and Development--Department of Conservation and Economic Development, Indian Lore of New Jersey.
Plimoth Plantation, Inc., Indians of Pilgrim Times by Charles Overly - 23 pp.
Random House Book Company, Famous Indian Tribes - 100.

JAPAN

Consulate General of Japan
  Facts about Japan
  Japan Today
National Geographic Magazines, August 1942, December 1945, December 1960.
United Nations Teaching Kits.

KNITTING

Institute of Hand Knitting, Knitting for Young America - 96 pages.

LINEN

Irish Linen Guild, Story of Irish Linen and other teaching aids.

LUNCH

- American Institute of Baking, The Pack-It-Meal - leaflet and teacher handbook.
- Dow Chemical Company, Something Special in the Lunch Box.
- Merck and Company, What's for Lunch? - chart.

MEAT

- American Meat Institute
  - Livestock in Early America - 1 page.
  - Meat in Lives of Washington and Lincoln - 1 page.
  - Story of Beef - 27 pages.
  - Story of a Steak - chart.
  - Where Meat Is Grown and Where Meat Is Eaten - chart
- American National Cattleman's Association, Beef Cattle Industry - 11 pages.
- Armour and Company
  - Armour Food Source Map
  - Non-Food Products of a Meat Packing Company
- Swift and Company
  - March to Market - comic.
  - Meat and the Mississippi River - 19 pages.
  - Story of Meat Animals - booklet.

MENSTRUATION

- Kimberly Clark Company - write for free materials.

MILK

- Borden Company, Journey of Milk Through a Milk Pasteurization Plant.
- Borden's Farm Producers of New Jersey
  - The New Story of Milk - booklet and film for grades 5-9.
  - How We Get Our Milk - poster.
- Evaporated Milk Association
  - Let's Enjoy Milk - Panks and Eichelberger - food party unit for primary grades.
- Milk Industry Foundation
  - Story of Milk - 17 pages, illustrated booklet.
- National Dairy Council
  - Animals That Give People Milk - booklet and guide, YB69, 20¢.
  - Hello from Alaska - booklet and guide
  - Hello South America - booklet and guide
  - Hello U. S. A. - booklet and guide
  - Maybe I'll Be a Dairy Farmer - booklet, YB81 - 13¢.
  - Maybe I'll Be a Milkman - booklet and guide, YB82 - 13¢.

MILK (continued)

Milk for You and Me - primary study guide.
Milk Made the Difference - charts and guide.
My Friend the Cow - teacher's guide and booklet.
Taking Milk Apart - food experiments YX311, 20¢.
Uncle Jim's Dairy Farm - film and study guide - booklet YB284, 13¢.
We All Like Milk - 21 photographs of children and animals with teacher's guide - YB301, 30¢.

NEEDLEWORK

Coats and Clark
  Embroidery Stitches - single sheet
Spool Cotton
  Gingham Book of Embroidery, 5¢.

New England

Sturbridge Village Publication, Customs on the Table Top (How New England Housewives Set Out Their Tables) by Helen Sprackling.

NUTRITION

American Institute of Baking
  Food Sense Not Nonsense - leaflet
  Follow the Foodway - leaflet and poster
Florida Citrus Commission
  Citrus Fruit and Dental Health - booklet, grades K-3.
  The Nutrition Ladder - booklet
  Vitamin C - poster, grades K-3
  What You Eat - poster, grades K-3
Food and Agriculture Organization of United Nations
  FAO - What It Is, What It Does, How It Works - leaflet
  Let There Be Bread - booklet
John Hancock Mutual Life Insurance Company
  From Six to Twelve - booklet
  What to Eat and Why - booklet
Metropolitan Life Insurance Company
  Food for Families - booklet
  What Food Do You Choose - leaflet
National Dairy Council
  Child Feeding Poster - YA23, 35¢ set
  Choose Your Calories by the Company They Keep - leaflet YB32, 5¢
  Feeding Little Folks - booklet
  Food and Care for Dental Health - booklet YB58
  Food Models - YB12, $3.00 per set

A Guide to Good Eating - leaflet and guide - YB76, 4¢; poster - YA5, 20¢
Eat a "Square" Lunch - poster YA19, 18¢
Is It True? - booklet and guide YB4, 10¢
Meal Charts (7 charts) - YA64, 75¢
They're Your Teeth - poster YA11, 15¢
Ventures, Voyages, Vitamins - booklet and guide YB194, 12¢
National Livestock and Meat Board
Colored Food Value Charts - $1.50 set of 10 charts
Elementary School Nutrition Teaching Kit - Food To Grow On, 15¢ and Daily Food Record, 5¢
Tots at the Table - booklet
Nutrition Foundation
Activities in Nutrition Education for Kindergarten Through Sixth Grade - $1.00
Goals for Nutrition Education for Elementary and Secondary Schools - leaflet, 35¢
Superintendent of Documents
Food for Family with Young Children - booklet, 1951 - 10¢
Foods Your Children Need - leaflet, 10¢

PUERTO RICO
National Geographic Magazine - December 1939.

RATS
American Bottlers of Carbonated Beverages, What Little Rats Drink and How They Grow.
Forecast Magazine, February 1961, Rat-Feeding Experiment.
Illinois Teacher, Volume II, No. 5, Rat Experiments.

SCANDINAVIA
American-Swedish News Exchange
Christmas in Sweden - 3 page leaflet
Festivals in Sweden - 4 page leaflet
Swedish Foods and Food Habits - 2 page leaflet

SCHOOL LUNCH
Superintendent of Documents, The School Lunch--Its Educational Contributions.

SILK
International Silk Association
Cocoon Box - samples in small box
Naturally Silk - student foler
Story of Silk - pamphlet; also 15 minute film from Modern Talking Picture.

SOUTH AMERICA (See Amazon)
- Around World Program - booklets, Doubleday and Company
- Creole Petroleum Company
  - Latin American Studies - bibliography
  - Venezuela - resource unit for grades 4-6.
- Embassies of different countries.
- National Dairy Council, Hello from South America.
- Pineapple Growers Association - Kit 1959.
- United Fruit Company, Middle America - leaflet
- United Nations Teaching Kit

SPICE
- American Spice Trade Association
  - Heritage of Spices - booklet
  - Spice Map - poster
  - Spices, What They Are and Where They Come From - booklet
- Griffith Lab
  - Spice and Herb Handbook - booklet
- McCormick Company
  - Map of the World - poster
- National Geographic Magazine - March 1949, Spices, the Essence of Geography.

SUGAR
- American Sugar Refining Company
  - Story of Sugar Cane - 22 page booklet
- Sugar Information, Inc.
  - Sugar--What It Is - How's It Made - Why It's Important, booklet

UNITED NATIONS
- Teaching kits on different countries

VEGETABLE
- National Geographic Magazine - August 1949, Our Vegetable Travelers.
- Public Service, The Riches of New Jersey.

WOOL
- Fleisher Yarns, Inc.
  - From the Sheep to the Needle - 2 page leaflet.
- Newell Textile Sales Company, Evaluation of Woolen Cloth- exhibit
- Pearce Woolen Mills, Story of Wool - 23 page booklet.
- Pendleton Woolen Mills, Romantic Story of Man and Sheep - booklet and movie.
- Wool Bureau - write for information.

ELEMENTARY MAGAZINE REFERENCES

Note: The following two elementary school magazines, The Grade Teacher and The Instructor, contain articles that are excellent sources of information for the homemaking program. These articles are listed under the magazine and the month in which they appeared.

The Grade Teacher, The Educational Publishing Corporation, Darien, Connecticut.

Volume LXXV - September 1957

Heffernan, Helen, "Teach Reading in Kindergarten" -- pp. 16, 89, 108. Tells what a kindergarten should do for children.

Lansdown, Brenda, "A Hamster Comes to School" -- pp. 22, 76. Tells care of hamster and how it can enrich the curriculum.

Van Driel, Violet and Mildred Hooper, "We Study Our Own Arizona Navajos" -- pp. 36, 37, 119, 121. Second grade unit giving objectives, teaching aids, activities, projects.

Volume LXXV - October 1957

Frackman, Sheila, "Our Autumn Halloween Party for the Mothers"-- pp. 22, 110. First grade project giving many related experiences.

Garf, Pearl and Celia Davis, "Experiences with a Pumpkin" -- pp. 16, 102. Learnings possible for a kindergarten class.

Ortman, Dorothy, "Farm Unit" -- pp. 32, 137. Third grade unit giving related experiences and learnings, community resources.

Peterson, Mary N., "How Plants Get Ready for Winter" -- pp. 52, 119. Outline giving approach, problem development, activities.

Volume LXXV - November 1957

South, Belle, "American Pioneers" -- pp. 46, 47. Fourth grade unit.

Ross, Frances, "A Classroom Trip to India" -- pp. 64, 65, 110. Sixth grade unit with good ideas for setting scene, eating, use of slides.

Volume LXXV - January 1958

Bridge, Gertrude, "The Southern Area" -- pp. 58, 59, 87. Teaching unit with good outline on life then and now. Southern tea is a culminating activity.

Joseph, Dr. Alexander, "Experiments with Energy in Foods" -- pp. 61-78. Good experiments on burning foods to test for energy.

Parish, Charles, "La Belle France" -- pp. 53, 77, 79. Teaching unit with basic information.

Strebel, Alda, "Farm Unit for Primary Class Slow Learners" -- pp. 25, 92. Trip to farm with related experiences.

Volume LXXV - February 1958

Bridge, Gertrude, "The Northwestern States" -- pp. 64, 65, 118, 119. Suggested teaching unit with some good creative ideas.

Heffernan, Helen, "Dramatic Play in Kindergarten" -- pp. 14, 76, 78. Some excellent suggestions for enriching the program. Also learnings possible from a trip to the bakery; then making "real cookies."

Volume LXXV - April 1958

Bridge, Gertrude, "The North Central States" -- pp. 49, 120-122. Motivation for unit, foods for breakfast, unit for teaching.

Kenworthy, Leonard, "International Understandings Begin Early" --pp. 44, 106-108. Suggestions for broad topics for elementary social studies and implications for homemaking.

Lansdown, Brenda, "Is a Sweet Potato a Seed?" -- pp. 35, 126-129. Second grade lesson on parts of plants, seeds.

Robinson, Eve, "Let's Visit Hawaii" -- pp. 75, 132, 134, 138. Teaching unit which used food as a motivation device and a party as a culminating activity.

Volume LXXV - June 1958

Chappel, Bernice, "Neighbors Around the World" -- pp. 53, 75, 76. Fourth grade unit - how people are alike and different; home building - materials and environment; good outline on building materials, home building, types of homes, other peoples' homes, Eskimos, jungle life, desert homes and people.

Heffernan, Helen, "Kindergarten, A Growing Up Year" -- pp. 14, 69, 71. Good list of learnings in eight different areas.

Volume LXXVI - October 1958

Continental Baking Company, "All About Growth" -- pp. 71-83. Science unit; good information on wheat, plants manufacturing food, plants becoming food, animal experiments, human growth.

Westlake, Phyllis, "The Food We Eat" -- pp. 25, 113. Objectives, approach, and activities for the food unit. Good.

Volume LXXVI - November 1958

Dobbs, Mary Carolyn, "Thanksgiving Foods" -- pp. 55. Food activity with many academic learnings.

Volume LXXVI - January 1959
Greenlee, Julian, "Some Things Make Other Things" -- pp. 16. Use of tools by workmen, mother, children.

Volume LXXVI - February 1959
Crocker, Betty, "Cooking Around the World" - pp. 64-67. Gives countries, short food summary, and recipes.
Greenlee, Julian, "We Use Water for Many Purposes" -- pp. 16, 87. Use of water in cooking, putting out fires, and cooling things.
Westlake, Phyllis, "Our Homes" -- pp. 20, 74. First grade unit giving approach and activities.

Volume LXXVI - March 1959
Westlake, Phyllis, "The Search for Shelter"-- pp. 28, 112. Primary unit giving many activities.

Volume LXXVI - April 1959
Winn, Juanita, "A Resource Unit on China" -- pp. 68-70. Purpose, objectives, motivation, experiences, related learnings and skills.

Volume LXXVII- September 1959
Saul, Mignon, "Indians Come to School" -- pp. 40, 41, 100. Third grade unit.

Volume LXXVII - October 1959
McIhenney, Ella, "To Market, To Market" -- pp. 34, 35, 82. First grade unit giving complete plan in detail, correlation , evaluation, learnings.

Volume LXXVII - November 1959
Greenleaf, Elizabeth, "Colonial Children, Their Work and Play"-- pp. 42, 82, 88. Good information.
MacCarthy, Josephine, "The Fascination of Map Making" -- pp. 45, 148. Includes embroidered picture maps for intermediate grades.
McGuire, Mabelle, "Gadgets of Colonial Times" -- pp. 42, 43, 114. Good information.
Parish, Dr. Charles, "India" -- pp. 34, 35, 116, 118. Unit with introduction, research, culminating project.
Sunsweet Growers, Inc. , "The Story of Sugarplums" -- pp. 69-77. Unit with activities, information.

Volume LXXVII - December 1959

Hulslander, Edith, "Cookies for a Merry Christmas"-- pp. 40. First grade cookies lesson.

"Hanukkah" -- pp. 58, 76, 77. Good information on foods, customs, other lands.

Volume LXXVII - January 1960

Dallmann, Dr. Martha, "Community Helpers" -- pp. 20, 80. Unit for first or second grade. Gives approach, planning, activities, and evaluation.

Lidstone, John, "Weaving a Design " -- pp. 46, 47. Pictures of a cardboard loom and designs.

Rae, Virginia, "Project Snack Bar" - pp. 35, 91. First grade unit. Class sold snacks to earn money for gifts.

Volume LXXVII - February 1960

California Raisin Advisory Board, "Raisinland, U. S. A." -- pp. 65-68. Good activities and recipes.

Dallmann, Dr. Martha, "Our Town" -- pp. 44, 45, 108, 109. Unit for primary grades giving approach, planning, activities, and bibliography.

Volume LXXVII - March 1960

Stains, Dr. Katharine B., "Hawaii... Islands of Paradise" -- pp. 49, 100-102. Information, activities, bibliography.

Volume LXXVII - April 1960

Godshall, Frances, "Effective Teaching of Health and Nutrition" -- pp. 77, 91-95. Good discussion on how to teach nutrition with some activities listed.

"Nutrition: A Resource Unit" -- pp. 78-79. Good outline giving objectives, needs, functions, selecting, factors influencing nutrition, activities.

Volume LXXVII - May 1960

Berninger, Beatrice and Wilhelmina Yadack, "We Made a Gingerbread House" -- pp. 18, 101. Kindergarten unit.

Derr, Margaret, "Did You Ever Eat a Root?" -- pp. 16, 100. Good unit and bibliography.

Larson, Diane, "Baker's Dozen" -- pp. 30-35, 96. Second grade unit in social studies giving pictures, outline of bakery learnings, field trip followed by class bakery lesson, bibliography.

Volume LXXVIII - September 1960

Anderson, Ethel, "Let's Eat!" -- pp. 60, 147. Unit on school lunches. Good outline giving objectives, introduction, research, trips, resources, activities evaluation.

Barell, Ruth and Jean Scott, "Teepee, Teepee, Tipi" -- pp. 30, 126. Second grade unit on Indians.

Darrin, Dr. Garney, "Economics in the Primary Grades" -- pp. 54, 55. Good outline of learnings and some activities. Bibliography.

Johnson, Florence, "Corn. . . the Golden Treasure" -- pp. 69, 140. Good story.

Volume LXXVIII - October 1960

Altschul, Suzanne, "The Family" -- pp. 28, 99, 100. Good first grade unit with bibliography.

Sunkist Growers, "The Golden Fruit" -- pp. 80-88. Good information with color pictures.

Volume LXXVIII - December 1960

Green, Edith, "The Canning Industry" -- pp. 28, 94. Fifth grade resource unit. Good outline and bibliography.

Volume LXXVIII - January 1961

Eckman, Ruth, "A Mural in Yarn" -- pp. 41, 74. Second grade project.

Volume LXXVIII - February 1961

Branley, Franklyn, "Heat Transfer" -- pp. 54, 109. Examples given from daily experiences.

Darrin, R. Garney, "Economics in the Intermediate Grades" -- pp. 42, 43, 126-129, 131, 134. Good outline of learnings and some activities.

Volume LXXVIII - March 1961

Andrews, Estell, "Recipes of the World" -- pp. 35, 107. Discussion of "recipe book" procedure and project for sixth grade.

Massoglia, Elinor, "Japanese Festival of Dolls" -- pp. 29, 104. Story.

Updike, Dorothy, "Run, Run, As Fast As You Can" -- pp. 18. Kindergarten lesson on making ginerbread cookies (men).

Volume LXXVIII - April 1961

Congdon, A. Kirby, "The Story of Eggs" -- pp. 68, 69, 147. The eggs of many animals. Can serve as motivation for lesson on use of eggs in our diets.

Koerner, Grace, "Science May Be Safety Insurance" -- pp. 47, 129, 130. Good article telling how science demonstrations can be applied to home safety.

Volume LXXVIII - May 1961

Bacon, Dr. Phillip, "Land and People of Brazil" -- pp. 46-48, 88-90. Unit outline contains basic information on Brazil.

Gilman, Dorothy, "An All-School Health Night Program" -- pp. 30, 84-87. Tells what each grade did for the program.

Manno, Avis, "Sniff, See, and Savour" -- pp. 16, 73, 74. Kindergarten science lesson telling three ways people learn about substances. Use foods to illustrate. Can relate what this means in cooking or eating.

Varsell, Evelyn, "This Is Our Farm" -- pp. 41-44, 97. Kindergarten unit which has good pictures.

Volume LXXIX - September 1961

Darrin, Dr. Garney, "The Food Store" Part I -- pp. 56, 57, 127-129. Primary grade unit. Uses grocery store to teach basic economic concepts. Good outline of concepts, discussion, activities.

Swanson, Jeanette, "Arizona Indian Harvests" -- pp. 23, 143. Information on Indian foods and harvesting.

Volume LXXIX - October 1961

Darrin, Dr. Garney, "The Food Store" Part II -- pp. 48, 128-130.

Keating, Evelyn, "Home and Family" -- pp. 26, 101, 102. Unit for first grade. Well done with suggested activities and bibliography.

Volume LXXIX - November 1961

Bartlette, Margaret, "Color. . . Nature's Gift" -- pp. 23, 98. Good information on Indian methods for coloring cloth.

Basom, Myrna and Margaret Lockwood, "With Applecrack and Corn Bread for All" -- pp. 53, 94, 95. Sixth grade project to emphasize giving thanks and sharing at Thanksgiving.

Taylor, Dr. Clara Mae, "Let's Have a Breakfast Party" -- pp. 62, 124, 126. Tells how to run a classroom breakfast party; gives food groups, bibliography, and activities.

Volume LXXIX - December 1961

Branley, Franklyn, "Fabrics" -- pp. 36. Short summary on fabrics, activities, and bibliography. Science unit.

Haebig, Jane, "Christmas Belongs to the World" -- pp. 46, 91, 93. Customs in the different countries.

Massoglia, Elinor Tripato, "Happy Holidays in Japan" -- pp. 34, 35, 71, 72. Information in Japanese holidays.

Volume LXXIX - January 1962

Taylor, Clara Mae, and Miriam Braun,"Let's Have a Fruit and Vegetable Market" pp. 31, 101-102. First grade project--ways to set up a market in classroom, learnings possible, information on vegetables, bibliography.

Volume LXXIX - February 1962

Darrin, Dr. Garney, "Pioneers and Their Movement Westward" part II -- . 38, 82, 90-92. Economics unit--good principles, discussion, suggestions, and activities. Bibliography.

Volume LXXIX - March 1962

Anderson, Muriel, "Let's Try Creative Stitchery" -- pp. 56-57. Grade 2-6 with suggestions for projects and learnings possible.

Lauderdale, Ruth, "An Adventure in Nutrition" -- pp. 22, 91, 92 . Seventh grade unit--four white rats experiments.

Strong, Arline, "Good Classroom Pictures -- A Tasting Party" -- pp. 40-41, 71. First grade. Tells how to take pictures, some excellent photos of tasting party lesson.

Taylor, Clara Mae and Miriam Tuck, "Snacks, Fads, and the Teens" -- pp. 58-59, 92-94. Information and activities.

Volume LXXX - September 1962

Continental Baking Company, "A Visit to the Bakery" -- pp. 81-92. Unit for elementary grades, good information, photographs of trip.

Taylor, Dr. Clara Mae, "Milk, the Food That Tops Them All" -- pp. 57, 128-130. Information, recipes, bibliography.

Volume LXXX - October 1962

Clements, Grace, "And They Lived 'Healthily' Ever After" -- pp. 62, 139, 140, 142. Grades 4-6 health unit. Outline, correlated subjects, evaluation, and bibliography.

Volume LXXX - November 1962

Moore, Marjorie, "The Pilgrims" -- pp. 49, 133-134. Second grade unit with a good outline.

Syrochi, Dr. John "Heat and Gold" -- pp. 25, 72. Kindergarten unit. Information on using hot water, fuels, electricity, changing state of matter, food storage, saving heat and cold.

Volume LXXX - December 1962

Anderzhon, Mamie, "From What Places Does My Breakfast Come?" --pp. 34, 35, 77, 79. Excellent primary unit. Gives outline of objectives, materials, activities, evaluation, bibliography.

Kolter, Oneita Cherry, "Christmas Customs Around the World" -- pp. 42, 43, 96, 98. Gives customs of nine countries.

Taylor, Dr. Clara Mae, "Animals Go to School" -- pp. 27, 92. Gives information about animals, diet, preparation necessary, reporting, experiment.

Volume LXXX - April 1963

Taylor, Clara Mae, "Weight Control and the Young Teen-Ager" -- pp. 10, 148, 149, 152. Information, bibliography.

Excellent articles on social studies in the elementary schools and implications for homemaking.

Volume LXXX - May 1963

Liece, Ruth M., "Dairy Farming" -- pp. 48, 100-102. Teaching unit outline.

Volume LXXXI - October 1963

Bartlett, Margaret F., "Harvest Time" -- pp. 21, 83, 84. Good ideas for "Autumn Season" experiences.

The Instructor, F. A. Owen Publishing Company, Instructor Park, Dansville, New York

Volume LXX - September 1960

Dobbs, Mary Carolyn, "Nutrition Activities for a Special Class" -- pp. 107. Good.

Engel, Alvin, "Colonial Life in New England" -- pp. 87, 101. Fifth grade unit.

Gallegas, Barton, "Using Art to Upgrade Attitudes" -- pp. 54, 55, 92, 94. Tells about a creative stitchery workshop for fourth and fifth grades.

Morgan, Angela, "No Bread for Breakfast" -- pp. 63, 99. 100, 120. Story for Better Breakfast Month.

Trutner, Josephine, "Our Clothing Unit" -- pp. 84, 85. Picture story of a third grade unit. Good.

Volume LXX - October 1960

Kenworthy, Leonard S., "Nigeria" -- pp. 37-40. Good information on life in Nigeria.

Wells, Dorothy, "A Look in the Mirror" -- pp. 42, 50, 60. Second or third grade unit--includes correlating activities, evaluation, and bibliography.

Volume LXX - November 1960

Gorman, Charlotte, "Water in Everyday Life--A Science Unit" -- pp. 20, 113. Kindergarten unit; includes uses of water and integration experiences.

Wear, Nell, "Our Indian Project" -- pp. 28, 104, 108. Third grade unit-- good information on homes, food, clothing, bibliography.

Volume LXX - December 1960

"Our Hobby is Baking" -- pp. 45.

Tibbette, John H. "This is the Way. . .We Studied Ourselves" -- pp. 23, 72. Fifth grade unit; gives procedure and activities.

Volume LXX - January 1961

Taylor, Ethel, "Lunch-box Sandwiches Led to a Study of Bread and the Bakery" -- pp. 38, 90. Second grade unit--good methods of approach, activities, facts, evaluation.

Volume LXX - February 1961

Brockway, Edith, "We Looked Into Yesterday" -- pp. 44. Third grade lesson -- good for fifth grade too.

"My Hobby is Weaving" -- pp. 52.

Volume LXX - March 1961

Robinson, Susie, "School Lunch Learnings"--pp. 116. Second grade learnings.

Thomas, Rosemary and Beulah Crenshaw, "Our Easter Project"--pp. 41, 86, 134; combined first and eighth grade unit.

Volume LXX - May 1961

Roberts, Emilyn, "You Can Get Fraction and Division Practice from a Kettle of Fudge" -- pp. 31, 73, 78. Fourth grade unit, excellent.

Volume LXX - June 1961

Jubilee, James R. "We Discovered Indian Apartment Houses When We Built Pueblo Homes" -- pp. 29, 56. Fourth grade unit -- good procedure, facts, activities.

Volume LXXI - September 1961

Beauchamp, Zola, "How My First Graders Developed a Concept of Housing" -- pp. 49.

"Early Primary Activities on Breakfast" -- pp. 38, 39. Some good experiences for kindergarten children.

Rose, Arlene, Helen Mack, Revena Littell, "Nutrition--A Part of the Whole Curriculum" -- pp. 42, 118, 120, 135. Excellent for developing a nutrition program for all grades as part of the regular curriculum.

Volume LXXI - October 1961

Karpe, Eleanor, "Cooking Capers" -- pp. 53, 102. Kindergarten food experiences with a variety of learnings.

Volume LXXI - November 1961

Clements, Grace, "Thanksgiving Meant Much to the Pilgrims, What Can It Mean to Fourth Graders?" -- pp. 49, 72, 109. Fourth grade unit giving good objectives, motivation, experiences.

Volume LXXI - December 1961

Teitz, Naunda, "Traveling Fourth-Graders Learn Geography Too"--pp. 52, 75. Excellent article for correlating food and clothing needs with a trip to the different countries.

Volume LXXI - March 1962

Blanchard, Harriet, "First-Graders: Doll Festival" -- pp. 42, 60. Unit for first grade; gives approach and many good activities.

Kraut, Evelyn, "Sixth-Graders: Life in Japan" -- pp. 43, 61, 62. Good information.

Volume LXXI - April 1962

"The Farmyard" -- pp. 24, 25. Kindergarten activities.

Volume LXXI - May 1962

Ainslie, Dorothy, "A Dairy Unit at the Primary Level" -- pp. 50, 57. Excellent for concepts, and activities.

Volume LXXI - June 1962

Higgins, Elizabeth June, "Concept of Survival" -- pp. 30, 59, 86. Unit for primary children.

Volume LXXII - October 1962

Martin, Mildred, "Feeding White Rats Taught Us. . . The Importance of Food" -- pp. 51, 107. Sixth grade unit--excellent information on rats, daily responsibilities, activities, and evaluation.

Volume LXXII - December 1962

Crenshaw, Beulah, "Two Grades Integrate Social Living Experiences Through Temporary Adoptions" -- pp. 39, 45. An eighth grade project in clothing--made dresses for a first grade class.

This issue has good information on gifts, Christmas customs in different countries.

Volume LXXII - February 1963

Hurley, June Morgan, "Project Topics for Primary Community Experiences" -- pp. 83, 87, 102. Excellent ideas for projects with suggested experiences.

Volume LXXII - March 1963

Lucey, Annetta M. "A Log of Our Farm Study" -- pp. 29, 62, 110. Kindergarten unit giving day-by-day experiences and bibliography.

Ribuffo, Kay, "All Grades Salute Health and Good Grooming" -- pp. 59, 114, 120. Tells about using an assembly program to teach good dress and grooming attitudes and habits.

Senesh, Lawrence, "The Economic World of the Child" -- pp. 77-79. Excellent experiences for first graders.

"Widen Fourth Grade Horizons With Day Camp Experiences" -- pp. 50, 51, 136. Fifth and sixth grade unit giving "pre" and "in" camp experiences.

Volume LXXII - April 1963

Munch, Theordore and John Chubbuch, "Sixth Grade Is Ready for Chemistry Experiments" -- pp. 51, 75. Gives some experiments for showing chemistry in our lives.

Volume LXXII - May 1963

Jewett, Mary McCall, "Science or Social Studies?" -- pp. 82. Bread lesson for 4th grade as outgrowth on unit on wheat-farming community. Made yeast bread and banana bread (baking powder).

Volume LXXII - June 1963

Engel, Alvin, "Colonial Life in Williamsburg" -- pp. 72-92. Fifth grade unit on colonial life in Virginia as part of social studies.

Kokes, Lucile, "Teaching with Food Ads", pp. 17. Curriculum correlation ideas for mentally retarded children. Could be used for intermediate grades.

Threet, Cecil Carson, "Teas, Tours, and Whole Neighbors" -- pp. 71, 91. Fourth grade unit. Excellently planned. Based on Thomas J. Lipton, Inc. -- "Tea in Many Lands".

Waterbury, Helen C., "Milk and Arithmetic" -- pp. 70, 92. Second grade project -- milk wagon in classroom stimulated interest in arithmetic.

Volume LXXIII - September 1963

Gree, Ivah, "The Moon of the Wild Rice" -- pp. 93, 113. Factual story about the Indians and September wild rice harvest.

Muente, Grace, "Grains that Feed Us" -- pp. 66, 70, 132A, Second grade project on grains. Ties in with "Better Breakfast Month". Complete unit with information, experiences, evaluation.

Volume LXXIII - November 1963

Fuelle, Gretchen, "A Hawaiian Holiday", pp. 33, 37, 42. Third grade unit with correlated activities, and evaluation.

McGregor, Mary T., "Why Do We Have Thanksgiving Day?" -- pp. 32, 36, 37. Primary grades unit with costumes and correlated activities.

Volume LXXIII - December 1963

Gilman, Dorothy, "Come to the Social Studies Fair" -- pp. 60, 64-66. A method to show progression of learnings from kindergarten to sixth grade.

Wakely, Hazel, "Making Apple Jelly" -- pp. 61, 91. A unit giving curriculum learnings and procedure.

Volume LXXIII - January 1964

Aceti, John F., "An Audio-Visual Approach to Italy" -- pp. 98, 108. Sixth grade unit giving concepts, activities, and evaluation.

McAllister, Anne Reid, "Economic Education a New Horizon" -- pp. 7, 15. Examples of generalizations about the family which can be taught in the elementary school and the development of an economic education curriculum for all grades.

Muente, Grace, "A Class of Second-Graders Developed Concepts of Cotton" -- pp. 96. Good outline.

Note: Excellent articles on teaching science in the elementary schools.

Volume LXXIII - February 1964.

Higgins, Elizabeth June, "Launching a Luncheon" -- pp. 45, 101, 115. Third grade unit. Good.

Ohnmach, Walter A. "We Really Did Get a 'Feeling for' Colonial America" -- pp. 47, 100, 101. Fifth grade unit. Good.

Volume LXXIII - April 1964.

Owen, Marian, "Better Ways to Present South America" -- pp. 21-24, 30. Excellent background information.

Rohlfs, Marjorie and Harriet Kinghorn, "Let's Take a Trip to Latin America" -- pp. 36, 78, 99. Excellent article giving concepts, family life, food.

Note: Excellent articles on South America.

FILMS AND FILMSTRIPS

Films:

BILL'S BETTER BREAKFAST PUPPET SHOW, Cereal Institute, 25 min., color - free.

COTTONS -- NATURE'S WONDER FIBER, National Cotton Council, 27 min., color - free.

GOOD EATING HABITS, Coronet Films, 11 min.

KING WHO CAME TO BREAKFAST (Story of Wheat), Association Films, 17 min., elementary.

SOMETHING YOU DIDN'T EAT (Nutrition and importance of cereals), Association Films, 9 min., color.

UNCLE JIM'S DAIRY FARM, National Dairy Council.

YOUR DAILY BREAD (bread in making, nutrition, health), American Bakers Association, $12\frac{1}{2}$ min. - all grades.

Filmstrips: (Price is for purchase)

BILLY MEETS TOMMY TOOTH, National Apple Institute, $1.00.

BREAD AND HISTORY, Pepperidge Farms - obtain from Audio-Visual School Service - free.

CLOTHING SERIES, Encyclopaedia Britannica, 47 frames, $6.00 each for primary, intermediate - #8540:

CLOTHES AND WHY WE WEAR THEM
PROPER CLOTHES AND THEIR CARE
WHERE CLOTHES COME FROM
MATERIALS FOR CLOTHES
HOW CLOTH IS MADE
THE CLOTHING FACTORY

COLONIAL CHILDREN, Encyclopaedia Britannica - intermediate.

COTTON, Encyclopaedia Britannica - 85 frames.

FAMILIES AROUND THE WORLD SERIES, Encyclopaedia Britannica, $6.00 each for primary, intermediate - #9460.

FOOD FOR LIFE, Swift and Company - free.

FOODS OF HAWAII, C & H Pure Cane Sugar, $3.00.

FOOD SERIES, Encyclopaedia Britannica, 48 frames - $6.00 each for primary, intermediate - #8420.

KINDS OF FOOD
WHERE FOOD COMES FROM
GETTING FOOD READY FOR MARKET
KEEPING FOOD FROM SPOILING
THE FOOD STORE
FOOD FOR GOOD HEALTH

FOOD SERIES, Popular Science

FOOD MAKES HISTORY
SCIENCE INVENTION AND FOOD
OUR FOOD COMES FROM ALL PARTS OF THE WORLD
EATING THE RIGHT KIND OF FOOD
FOOD HABITS AND CUSTOMS

FOOD THROUGH THE AGES, Teachers' Library, 82 frames - Record, upper elementary.

THE FOOD WE EAT, American Bakers Association - guide, grades K-1.

THE HOME COMMUNITY SERIES, Encyclopaedia Britannica, $6.00 each for primary, #7700.

OUR FAMILY TO THE RESCUE
FAMILY FUN
KEEPING BUSY
HELPING MOTHER AND FATHER
BROTHERS AND SISTERS
GROWING UP

HOME LIFE SERIES, Popular Science, 45 frames - for intermediate.

HOW TO HAVE AN ACCIDENT IN THE HOME, Encyclopaedia Britannica, $6.00, 50 frames - for primary, intermediate.

HOW WE GET OUR CLOTHING SERIES, Society Visual Education - 33 frames, primary, intermediate.

THE STORY OF COTTON
THE STORY OF LEATHER
THE STORY OF WOOL

HOUSING AND HOME LIFE IN SOVIET UNION, S. V. E. - 53 frames, for intermediate.

JUDY'S FAMILY FOOD NOTEBOOK, Wheat Flour Institute, guide - free.

LIFE IN EARLY AMERICA SERIES, Encyclopaedia Britannica, $6.00 each, set of six, 52 frames - for intermediate, #8340.

PLANTS WE USE, Encyclopaedia Britannica, $6.00 - primary, #9430.

THE PRODUCTION OF MAPLE SYRUP, U. S. Department of Agriculture.

PROPER FOOD (health), Encyclopaedia Britannica, $6.00, color - 48 frames for primary #7660.

SHELTER SERIES, Encyclopaedia Britannica, $6.00 each, 49 frames for primary, intermediate, #8120.

HOUSES OF LONG AGO
WHY WE NEED HOUSES
KINDS OF HOUSES

SKIMPY AND A GOOD BREAKFAST, Cereal Institute - free.

THE STORY OF BREAD, S. V. E., 41 frames.

THE STORY OF FRUITS AND VEGETABLES, S. V. E., 41 frames.

THE STORY OF MEAT, S. V. E., 41 frames.

THE STORY OF WHEAT, Wheat Flour Institute, guide - free.

WHAT'S IN OUR FOOD, American Bakers Association, guide - grades 2, 3 - free.

YOU AND YOUR FOOD, Encyclopaedia Britannica, $6.00 - 50 frames for primary, intermediate.

SOURCES OF MATERIALS

Book Publishers

Appleton Century Crofts, 29-35 West 32nd Street, New York 1, N. Y.

Arco Publishing Company, 480 Lexington Avenue, New York 17, N. Y.

Barrows Company, 425 Fourth Avenue, New York 16, N. Y.

Benefic Press, 1900 N. Narragansett, Chicago 39, Illinois

Bobbs Merrill Company, 4300 W. 62nd Street, Indianapolis 6, Indiana

Children's Press, Jackson Boulevard and Racine Avenue, Chicago 7, Illinois

Thomas Y. Crowell Company, 432 Park Avenue S., New York 16, N. Y.

Creative Educational Society, Inc., Manhato, Minnesota

Culinary Arts, Chicago 1, Illinois

Doubleday and Company, 575 Madison Avenue, New York 22, N. Y.

E. P. Dutton and Company, 201 Park Avenue S., New York 3, N. Y.

Funk and Wagnall, 153 E. 24th Street, New York 10, N. Y.

Golden Press, Inc., 850 Third Avenue, New York 22, N. Y.

Grosset and Dunlap, Inc., 1107 Broadway, New York 10, N. Y.

Harcourt, Brace, and World, Inc., 750 Third Avenue, New York 17, N. Y.

Harper and Row, 49 E. 33rd Street, New York 16, N. Y.

Hart Publishing Company, 74 Fifth Avenue, New York 11, N. Y.

D. C. Heath Company, 180 Varick Street, New York 14, N. Y.

Houghton Mifflin Company, 2 Park Street, Boston 7, Massachusetts

Laidlaw Brothers, 36 Chatham Road, Summit, New Jersey

Lippincott Company, E. Washington Square, Philadelphia 5, Pa.

MacMillan Company, 640 Fifth Avenue, New York 19, N. Y.

Charles Merrill Books, 1300 Alum Creek Drive, Columbus, Ohio

Prentice Hall, Inc., Englewood Cliffs, New Jersey

Rand McNally Company, 8255 Central Park Avenue, Skokie, Illinois

Random House, Inc., 457 Madison Avenue, New York 22, N. Y.

Ronald Press, 15E. 26th Street, New York 10, N. Y.

Row, Peterson and Company, Elmsford, New York

Russell Sage Foundation, 505 Park Avenue, New York 22, N. Y.

William R. Scott, Inc., 8 W. 13th Street, New York 11, N. Y.

Scott, Foresman and Company, 19-00 Pollitt Drive, Fair Lawn, N. J.

Simon and Schuster, 630 Fifth Avenue, New York 20, N. Y.

L. W. Singer Company, 249-259 Erie Blvd. W., Syracuse 2, N. Y.

University of Chicago Press, 5750 Ellis Avenue, Chicago 37, Illinois

The Viking Press, 625 Madison Avenue, New York 22, N. Y.

Wadsworth Publishing Company, Belmont, California

Franklin Watts, Inc., 575 Lexington Avenue, New York 22, N. Y.

John Wiley and Sons, 440 Fourth Avenue, New York 16, N. Y.

John Winston Company, 1010 Arch Street, Philadelphia 7, Pa.

Film and Filmstrip Publishers

American Bakers Assoication, 20 N. Walker Drive, Chicago 6, Illinois

Audio Visual School Service, 48 E. 29th Street, New York 16, N. Y.

Association Films, Inc., 347 Madison Avenue, New York 17, N. Y.

Cereal Institute, 135 S. LaSalle Street, Chicago 3, Illinois

C & H Pure Cane Sugar, 215 Market St., San Francisco 5, California

Coronet Films, Coronet Building, Chicago 1, Illinois

Encyclopaedia Britannica Films, 1150 Wilmette Avenue, Wilmette, Illinois

Modern Talking Picture Service, 3 E. 54th Street, New York 22, N. Y.

National Apple Institute, Washington Building, Washington 5, D. C.

National Cotton Council, P. O. Box 9905, Memphis 12, Tennessee.

National Dairy Council, 111 N. Canal Street, Chicago 6, Illinois

Popular Science Publishing Company, Audio-Visual Division, 353 Fourth Avenue, New York 10, N. Y.

Society for Visual Education, 1345 W. Diversey Parkway, Chicago 14, Illinois

Teachers Library, 1841 Broadway, New York 23, N. Y.

U. S. Department of Agriculture, Washington D. C.

Wheat Flour Institute, 309 W. Jackson Boulevard, Chicago 6, Illinois

Swift and Company, Public Relations Department, Chicago 9, Illinois

Booklets, Pamphlets, Leaflets, Sources of Information Publishers

Allis Chalmers Manufacturing Company, Public Relations Division, Box 512, Milwaukee, Wisconsin.

American Bakers Association, 20N. Wacker Drive, Chicago 6, Illinois

American Bottlers of Carbonated Beverages, 1128 Sixteenth Street, N. W., Washington 6, D. C.

American Can Company, 100 Park Avenue, New York 17, N. Y.

American Fruit Growers, 112 E. Seventh Street, Los Angeles 14, California.

American Institute of Baking, 400 E. Ontario Street, Chicago 11, Illinois

American Meat Institute, Public Relations Department, 59 E. Van Buren Street, Chicago 5, Illinois

American Museum of Natural History, Central Park West at 79th Street, New York 24, N. Y.

American National Cattlemen's Association, 801 E. 17th Avenue, Denver 18, Colorado

American Spice Trade Association, 350 Fifth Avenue, New York 1, N. Y.

American Sugar Refining Company, Department CB, 120 Wall Street, New York 5, N. Y.

American Swedish News Exchange, 630 Fifth Avenue, New York 20, N. Y.

Armour and Company, Public Relations Department, Union Stock Yards, Chicago 8, Illinois

Association of American Railroads, Public Relations Department, Transportation Building, Washington 6, D. C.

Australian News and Information Bureau, 636 Fifth Avenue, New York 20, N. Y.

The Borden Company, Consumer Services, 350 Madison Avenue, New York 17, N. Y.

Borden's Farm Producers of New Jersey, 55 Nesbit Street, Newark 3, N. J.

California Raisin Advisory Board, Fresno, California

Cleutt, Peabody and Company, Educational Service Department, 10 E. 40th Street, New York 16, N. Y.

Coats and Clark, Inc., 430 Park Avenue, New York 22, N. Y.

Corn Industries Research Foundation, Inc., 3 E. 45th Street, New York 17, N. Y.

Corn Products Refining Company 17 Battery Place, New York 4, N. Y.

Dole Pineapple Company, Department 15F, Fifth and Virginia Streets, San Jose 8, California

Evaporated Milk Association, 228 North LaSalle Street, Chicago 1, Illinois

Field Enterprises Educational Company, Merchandise Mart, Chicago 54, Illinois

Fleisher Yarns, Inc., 30-20 Thomson Avenue, Long Island City, N. Y.

Florida Citrus Commission, Lakeland, Florida

Food and Agriculture Organization, Special Information Liason Office, Room 372, United Nations, New York

French Company, 1 Mustard Street, Rochester 9, N. Y.

French Embassy, 972 Fifth Avenue, New York 21, N. Y.

Friendship Press, 475 Riverside Drive, New York 27, N. Y.

General Mills, Inc., Department of Public Relations, 400 Second Avenue, S., Minneapolis, Minnesota

Gorton's of Gloucester, Inc., 327 Main Street, Gloucester, Massachusetts

Griffith Lab, 1415 W. 37th Street, Chicago 9, Illinois

Hawaii Visitors Bureau, 323 Geary Street, San Francisco, California

Hawaiian Extension Service

Hershey Chocolate Company, 19 E. Chocolate Avenue, Hershey Pa.

John Hancock Mutual Life Insurance Company, Box 111, Boston, Massachusetts

Highlights, Columbus, Ohio

Institute for Hand Knitting, 15 E. 26th Street, Room 1806, New York 10, N. Y.

International Shoe Company 1509 Washington Avenue, St. Louis 3, Missouri

International Silk Association, 489 Fifth Avenue, New York 17 , N. Y.

Irish Linen Guild, 1270 Avenue of the Americas, New York 20, N. Y.

Kellogg Company, Department of Home Economics Services, Battle Creek, Michigan

Kimberly-Clark Company, Education Department, Neenah, Wisconsin

Kraft Foods Company, 500 Peshtigo Court, Chicago, Illinois

Thomas J. Lipton, Inc. , Hoboken, New Jersey

McCormick and Company, Baltimore 2, Maryland

Merck and Company, Rahway, New Jersey

Metropolitan Life Insurance Company, Health and Welfare Division, 1 Madison Avenue, New York 10, N. Y.

National Cotton Council, Box 9905, Memphis 12, Tennessee

National Dairy Council, 111 North Canal Street, Chicago 6, Illinois

National Federation of Coffee Growers of Columbia, 120 Wall Street, New York 15, N. Y.

National Livestock and Meat Board, Room 825, 407 S. Dearborn Street, Chicago, Illinois

Nebraska State Historical Society, 1500 R. Street, Lincoln 8, Nebraska

Nestle Company, 2 Williams Street, White Plains, N. Y.

Newell Textile Sales Company, 40 E. 34th Street , New York 16, N. Y.

Nutrition Foundation, 99 Park Avenue, New York 16, N. Y.

Owen Publishing Company, Dansville, N. Y.

Pan American Coffee Bureau, 120 Wall Street, New York 5, N. Y.

Pearce Woolen Mills, Inc. , Latrobe, Pennsylvania

Pendleton Woolen Mills, 218 S. W. Jefferson Street, Portland 4, Oregon

Pepperell Manufacturing Company, 40 Worth Street, New York 13, N. Y.

Pineapple Growers Association, 215 Market Street, San Francisco 5,
California

Plimoth Plantation, Inc. , Box 1620, Plymouth, Massachusetts

Practical Home Economics, 468 Fourth Avenue, New York, N. Y.

Procter and Gamble Company, Box 599, Cincinnati 1, Ohio

Public Service, Park Place, Newark, N. J.

Ralston Purina Company, St. Louis, Missouri

Rit Products Company, 1437 W. Morris Street, Indiannapolis 6, Indiana

Spool Cotton Company, Education Bureau, 264 Ogden Street, Newark 4
New Jersey

Sugar Information, Inc. , 52 Wall Street, New York, N. Y.

Sunshine Biscuits, New York, N. Y.

Superintendent of Documents, Government Printing Office, Washington 25,
D. C.

Swift and Company, Agricultural Research Department, Union Stock Yards,
Chicago 9, Illinois

Thompson Company, J. Walter, Educational Services, 420 Lexington Avenue, New York 17, N. Y.

United Air Lines, 80 E. 42nd Street, New York 17, N. Y.

United Fruit Company, Educational Service Department, Pier 3, North River, New York 6, N. Y.

Wheat Flour Institute, 309 W. Jackson Boulevard, Chicago 6, Illinois

Wool Bureau, Inc., 16 W. 46th Street, New York 36, N. Y.

RESOURCES AVAILABLE THROUGH THE ELEMENTARY HOMEMAKING PROGRAM

I. Teaching Units

The homemaking teacher is prepared to help the classroom teacher with many teaching units. Because of her home economics training she has the scientific and technical information which is helpful in planning and executing these different units. Included among these are:

Foods and Nutrition:

Foods for health--snacks, tasting parties, animal feeding experiments, body requirements, meal planning, etc.
Food chemistry
Food habits and customs
Foreign foods
Food sources, value, preparation
Foods of different seasons, areas, countries
Outdoor cookery
Recipe study
Marketing
Table setting
Entertaining--class parties
Equipment in the kitchen--proper use and care
Holidays--foods, gifts, customs

Clothing:

Textiles
Fabric construction--spinning, weaving
Needlework--knitting, crocheting, embroidery
Gifts
Sewing equipment--proper use and care
Costumes--history, construction
Care of clothing
Choosing clothing
Personal appearance

Family Life:

Family life--U. S. and other countries
Family customs

Family Life: (cont'd)

- Family relationships
- Colonial times
- Indian life--foods, customs, arts
- Appreciation of the roles of family members
- Community services
- Care of the baby
- Child development
- Allowances
- Budgets
- Leisure activities

Housing:

- House plans
- Flower arrangements
- Color and design
- Home decoration
- Home responsibilities
- Equipment in the home--proper care and use
- Buying
- Comparative shopping

II. Picture Collections

Pictures become an important part of the teaching unit when real objects are not available. To be of most value in teaching, the pictures should be new to the children. This eliminates their use as wall decorations. Suggestions for picture collections include:

FOOD:

- Children-well-nourished; poorly nourished
- Fall fruits and vegetables
- Food for gifts, holidays, different meals, seasons, snacks
- Food from Old and New World and other countries
- Food groups, nutrients
- Food sources
- Machines used in the kitchen
- Where shall we store these foods?

FAMILY LIFE:

Children and their emotions
Community helpers
Family life in different periods of history
Family members and their roles
Family problems
Friends
Homes and families of other lands

CLOTHING:

Clothing and fabrics from animals, plants, and synthetics
Clothing and the machines that made them
Clothing for different seasons, weather, occasions
Clothing worn in other lands
Family clothing in different periods of history
How should we care for these? (Clothing pictures)
Line, color, and design in clothing
Well groomed and poorly groomed children

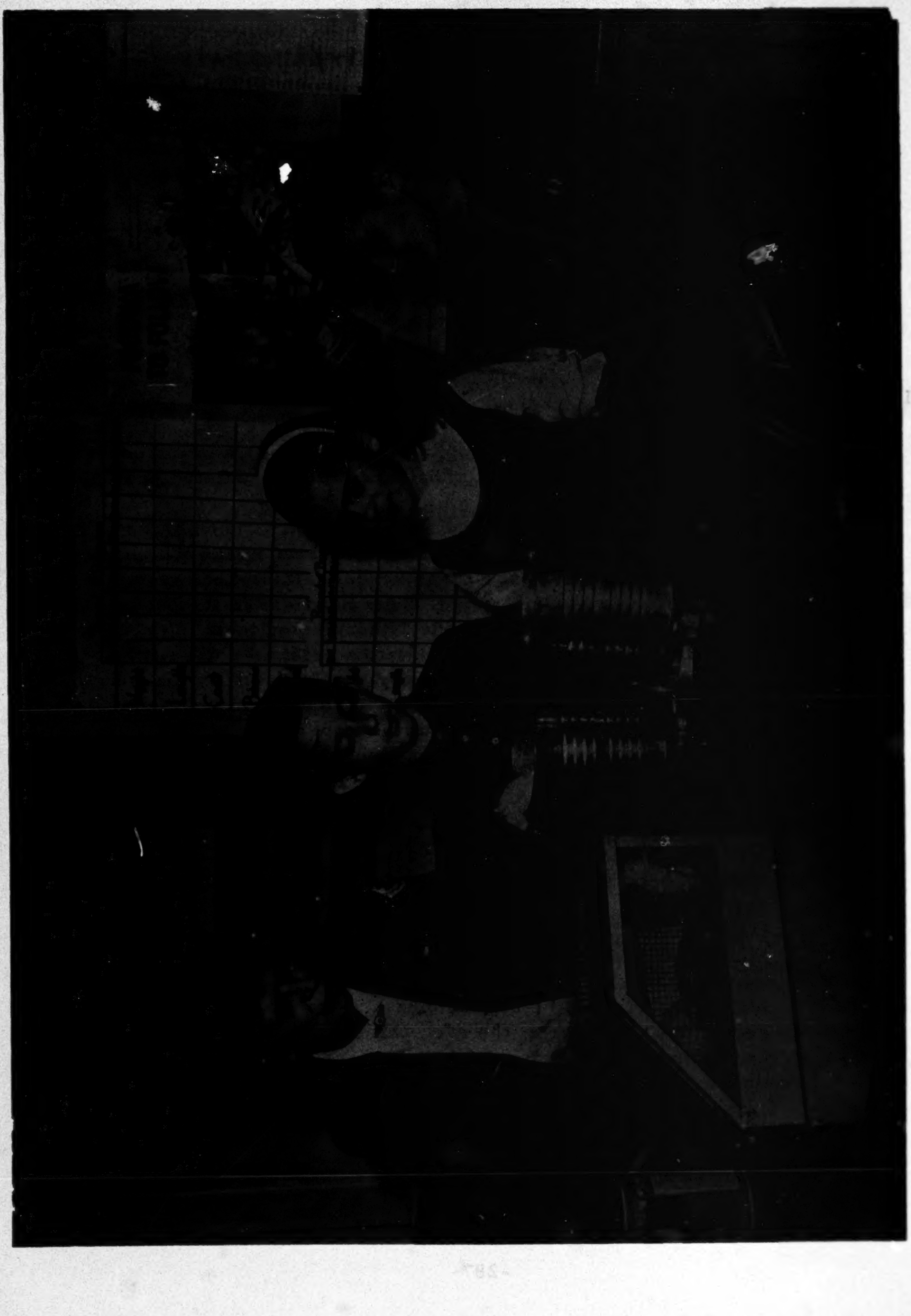
HOUSING

Electrical helpers and machines in the home
Families have fun at home
Home of yesterday and today and in other parts of the world
Safety in the home

III. Exhibits

Collections of real objects available to the teacher as the need arises do much to enrich the homemaking experiences. Suggestions for such collections include:

Chocolate products
Grains
Grooming aids
Nuts - varieties
Spices
Cookbooks
Grinding equipment
Measuring devices
Sample sewing projects
Textiles



Animal Experiments Show Children the Effect of Food on the Body.

A NUTRITION EXPERIMENT USING ALBINO RATS

Note: This teaching unit was written by Miss Miriam E. Cohen, a fifth grade teacher, and her pupils who attended Fairmount Elementary School in West Orange, New Jersey. The experiment lasted for seven weeks. The interest and results have lasted indefinitely.

I. Purpose of the experiment

A. To learn the importance of a nutritionally adequate breakfast
B. To learn how to be "Food Scientists"
C. To learn the procedure for conducting scientific experiments

II. Introduction

A. "The Science of Food," as a topic of further study, was introduced first in the basic science text, "Science, Health, Safety" published by MacMillan Company.

B. Then the class asked the help of Miss Margaret Lockwood, homemaking teacher in the West Orange schools. Miss Lockwood talked about the different food nutrients, their functions in the body, and the food sources of these nutrients. Recognizing their interest in experiments, she explained how nutrition scientists use animal experiments to demonstrate the importance of food for the body. The class decided that they would like to do a rat experiment. Since they had heard so much about the importance of eating breakfast, they would do a "Breakfast Experiment."

C. Prior to the experiment the class divided into committees. These committees prepared for the experiment by:

1. Doing research on food nutrients and preparation of related charts.
2. Doing research on the nature and characteristics of the albino rat which would be used in the experiment. They also learned how to care for and handle the rats.
3. Making charts for the bulletin board on which they would record the progress of the rats while on the experimental diets.
4. Collecting the equipment needed for feeding and caring for the animals.

D. A committee wrote to the Red Cross Nutritionist asking her help in obtaining the white rats and cages. It was an important day when this committee was able to go to the front door of the school and help to carry the rats to the classroom. The nutritionist, who was introduced by the chairman of the committee, told the class about these two rats, their ages, where they were born, and how much they liked to work with children in school. Then. . . . the big experiment was on!

III. Procedure and learnings are best stated in the talk given by the class committee when they visited the other elementary schools in the town and discussed the experiment and displayed the rats. This talk is given below just as the children wrote it.

1. We stated our problem as a question: 'Why is a good breakfast necessary?
2. We gathered the necessary equipment for conducting the experiment.
3. We planned how we were going to work the experiment. We put both rats on a good diet for one week; then one was put on the poor diet while the other was kept on the good diet. At the end of five weeks the rat on the poor diet was put back on the good diet.
4. Each week we carefully observed the rats and recorded their reactions to their diets.
5. We kept accurate records of the progress made by the rats.
6. In our conclusion we were able to show the effects of a good breakfast and of a poor breakfast on the rats — and on our own bodies.

We chose white rats because their reaction to food is similar to that of man and because their reaction shows quickly since rats grow thirty times as fast as people. The rats are clean and easy to handle if treated properly. We named our rats 'Herman' and 'Elmer.'

Herman was given the good breakfast diet consisting of powdered milk, oatmeal, margarine, and water. Elmer was given the poor breakfast diet consisting of coffee and doughnuts.

We observed our rats weight, length, coat, and behavior. The rats are weighed on a balance scale. It works like the nurse's scale. We weighed our rats in grams. A gram is a measure of weight in the metric scale. We expected our well-nourished rat, Herman, to have pink feet, tail, eyes, and nose as well as long, sharp whiskers and fluffy fur. Our poorly nourished rat, Elmer, would have dry scaly feet and tail, short and dull whiskers, and shaggy and dull fur. We kept a record of our observations on a graph which we have here to show you. Do you notice the differences between Herman and Elmer?

Taking care of our rats was an important job and lots of fun. Pupils took turns cleaning the rats' cages and changing the newspaper. Other pupils were responsible for making the rats' diets and for weighing the rats.

We are looking forward to putting Elmer back on a good diet. He has shown us what happens when we don't eat the right food. Now he will prove that good food can help to make him strong even though he was once sick.

(Note: Elmer likedthe good diet and grew to be a healthy rat even though he never got to be as big as his twin brother, Herman. And he got over his bad case of nerves and became a good friend to one of his 'food scientists')

We thank you for you kind attention and hope that you have learned just as our class did — 'Seeing is believing, so if you value your health, start the day with a good breakfast'.

(Note: The committee took the rats out of the cages and took them down each aisle so that all the children could see, and touch, Herman and Elmer)

IV. Materials needed for experiment

- **A. Cages and rats supplied by the Red Cross**
- **B. Balance scale**
- **C. Food containers (cold cream jars)**
- **D. Water bottles**
- **E. Coffee cans to hold rats on scales**
- **F. Scrub brush and detergent**
- **G. Supply of both diets**
- **H. Charts to record progress**
- **I. Gloves to wear when handling rats**

V. Correlation

- **A. Art**
    - **1. Charts of nutrients**
    - **2. Chart showing progress of rats on experimental diet**
- **B. Arithmetic**
    - **1. Weighing and measuring of animals**
    - **2. Metric system**
    - **3. Figuring quantities of food for diets**

C. Health

  1. Cleanliness
  2. Cooperation
  3. Good diet
  4. Effect of food on body
  5. Food nutrients
  6. Sharing responsibility

D. Language Arts

  1. Letters of request and of appreciation
  2. Speeches outlined, prepared, and presented by the children to other classes in the elementary schools. This involved written and oral work
  3. Newspaper articles written by committees
  4. Research
  5. Vocabulary related to characteristics, behavior, nutrients, system of measurement, etc.

E. Science

  1. Body characteristics
  2. Food nutrients and relation to body needs
  3. Food science - nutrition
  4. Scientific experimentation

VI. Resources

A. Class encyclopaedia, "World Book," Field Enterprises, Inc.
B. Class text, "Science, Health, Safety," MacMillan Co.
C. Pamphlets and charts supplied by home economics department. (See reference listings).
D. Nutrition charts
E. Red Cross nutritionist

VII. Evaluation

A. Pupil evaluation

  1. Through the care of the animals, the children developed a sense of responsibility.
  2. The children came to understand the necessity for the accuracy and consistency involved in the scientific method.

3. The children were impressed with the effect food has on the growth and development of the body.
4. The parents reported a new interest in eating better breakfasts each morning. Also younger brothers and sisters were being influenced by these "Food Scientists."

B. Teacher evaluation

This experiment involved a long period of time (2 months in all) plus careful planning and daily work but it was extremely worthwhile. It generated an enthusiasm for learning that permeated all other areas of the curriculum. The improvement of nutritional habits will be of value to the children all through their lives. The sense of responsibility they developed, while caring for the rats, also will be of value. They became very fond of Herman and Elmer and hated to see the experiment end. Even I, who felt this might be too much work and who dreaded the thoughts of being near rats - even those in cages, experienced a feeling of sadness when Herman and Elmer left our classroom as we reached the end of our experiment and wrote our simple conclusion, "Breakfast is important - we proved it to be true!"

A COLONIAL EXPERIENCE - SOAP MAKING

Note: This teaching unit was written by Dr. Margaret Lockwood, Homemaking Teacher in the West Orange, New Jersey Elementary Schools. It has become one of the most successful units for fifth grade classes in the West Orange Schools.

I. Purpose of the experience

Usually the reason soap making is chosen as a homemaking experience in the Colonial Unit is to let the children make something the colonists made which is not done in the home today. Modern American families have become consumers of ready-made products. As one child said at the end of the soap lessons, "By making soap we see what trouble the colonists had to go through just to get something that we now take so much for granted and often wish we didn't have."

II. Introduction to experience

A. To stimulate interest and thinking the children might be asked the following questions:

1. **What do you already know about soap?**
2. **What shall we find out about soap and soap making?**

B. These questions can serve as an outline for pupil research in preparation for the lessons on soap making.

C. The soap making experience will be most valuable if it can be done in three lessons. These lessons can be planned around the following:

1. **Lesson I - Discuss soap making and type of fat needed for the experience**
2. **Lesson II - Render and clarify the fat**
3. **Lesson III - Make the soap**

III. Lesson I - Discuss soap making and type of fat needed for the experience

A. What do you already know about soap?

(Children may answer.)

1. **Soap cleans.**

2. Colonists had to make their own soap.
3. Fat is used in making soap.
4. The colonists used potash, too, in making soap.

B. What shall we find out about soap and soap making?

(These questions may be asked about the answers given by the children to question A.)

1. Soap cleans.
   How does it clean?
2. Colonists had to make their soap.
   How does soap making today compare with soap making in colonial times?
   When was soap first used?
3. Fat is used in making soap.
   What kinds of fats are used?
   What is lard, suet, tallow?
   What is the difference between a fat and an oil?
4. The colonists used potash, too, in making soap.
   What is potash?
   Define a base and an acid.

C. Some child usually asks if lye is poisonous. Another question might be – Did you ever hear about chemical change? These and other questions may be added to the list, depending upon the knowledge the children already have and what they are capable of absorbing.

D. Class assignment:

1. Do research on the questions listed above.
2. Bring in 6½ or more pounds of animal fat. Some explanation should be given about the type of fat preferred.

   a. The fat should be beef, lamb, or pork.
   b. It can be in the form of drippings from cooked meat or fat trimmed from uncooked meat. Some child may know a butcher from whom he can get suet.
   c. The amount of fat for each child to bring in can be estimated by solving this problem: If there are 2 cups in each pound of fat, how much should each member of the class bring in to make a total of 6½ pounds?

IV. Lesson II - Render and clarify the fat (Allow 45 minutes to an hour for this lesson.)

A. Procedure

1. Collect fat brought in by the students. Separate suet and solid fat from drippings and handle as different experiences.
2. Discuss and prepare suet and solid fat.

   a. Suet is the hard fat found around the kidneys of beef or mutton. When it is melted to free the fat from the tissues, it forms tallow. This process is called rendering. (Show how the fat cannot be pulled apart because of the tissue (fibers).

   b. Suet and solid fat needs to be rendered (melted).

      (1) Cut the fat into small pieces

      (2) Put the fat in pan in oven (325° for 45-60 minutes).

      or

      Put in frying pan on stove burner (use low heat and watch carefully).

3. Discuss drippings.

   a. What was the source of the drippings?

   b. Drippings have been rendered (melted) but need to be clarified since they have seasonings, salt, or particles of meat in them.

4. Clarify the fat.

   a. To make soap the fat must be clarified (made clear). This is done by combining fat and twice as much water in a pan and bringing to a boil. Cold water is then added and the fat will come to the surface and harden.

   b. Directions:

      (1) Collect drippings and rendered fat in a number 10 can. Weigh. (There should be at least 6½ pounds to allow for loss due to foreign substances)

      (2) Put hot water in a large kettle on the stove burner.

      (3) Add the melted fat to the hot water and bring to a boil.

      (4) Allow the mixture to boil for a few minutes.

      (5) Add cold water to precipitate (separate) any foreign matter.

      (6) When fat is hard, it is removed from the kettle and used for the next lesson.

B. Learnings that can be included in this lesson"

1. Density of fat and water.
   Fat is lighter, therefore, always rises to the top.
2. Safety measures when working with melted fat and how to put out a fat fire.
   Use a low temperature.
   Keep flame from fat.
   In case of fat fire, do not use water to try to put it out. Rather, it is important to cut off the supply of oxygen by covering fire with a pan, lid, fire blanket, salt or soda.
3. Use of scales and how to get weight of fat without the weight of the container.
   Weigh container first. Then add fat. Get total. Substract weight of can; result is weight of fat.
4. Drippings that have hardened can be melted by holding container in hot water for a few minutes. A rubber scraper can be used to remove the drippings from the containers.

C. Equipment needed for this lesson:

1. Stove or electric plate and pot holders
2. Scales and number 10 can
3. Newspaper
4. Large kettle and hot water
5. Rubber scraper

V. Lesson III - Make soap

A. Recipe: 5 c. water 6 lbs. fat
1 can lye 2 tbsp. ammonia
1 tbsp. citronella

1. Put the water in a container (not aluminum).
2. Add the lye to the water.
   Cover with newspaper to prevent fumes from escaping. Stir with wooden stick to be sure the lye dissolves. Cool solution to about 80°. Feel the outside of the container to judge the temperature. NEVER PLACE THE HAND OR A THERMOMETER IN THE SOLUTION. The container can be placed in a sink with ice to hasten the cooling.
3. Place the fat in a mixing pan. (Not aluminum. An oval enamel pan is good to use). Warm the fat to 100°. Use thermometer to check temperature.

4. Very slowly add the cool lye solution to the fat. Stir slowly and evenly with a wooden stick. (May take 10-15 minutes).
5. Add the ammonia and the citronella. (These ingredients are optional). Ammonia bleaches the soap and the citronella gives it a fragrance similar to Ivory soap.
6. When the mixture becomes thick and honey-like, it is ready to mold. Pour into a shallow box or carton 12" x 16" that has been lined with a clean, wet cloth.
7. Allow to harden for 48 hours. Cut soap with string or wire cheese cutter.

B. Learnings and information to correlate with this lesson:

1. Protect the working surface with a thick padding of newspaper.
2. Lye
    a. Lye will dissolve aluminum so it should never by mixed in an aluminum container. Use iron, enamel, or pyrex.
    b. Lye is poisonous and when dissolved in water, or even damp, will burn the skin if touched.

       Acids and bases can be explained and why vinegar is used to wash off any burn caused by lye. (Vinegar, an acid, neutralizes lye, a base).

       Wear rubber gloves when handling lye solution.

       Replace lid on lye can and discard.

       Discuss storage of poisonous items in the home.

       Lye dissolved in water will give off fumes and heat. The children will notice the fumes and can feel the outside of the pan for the heat. Keep pan covered because of fumes and be careful not to inhale fumes.
3. Fat
    a. Allow fat to get warm, not hot. The cooler the fat and lye can be when combined, the quicker the saponification will occur.
4. How can soap be used on the skin if it has lye in it?
    a. Discuss change that occurs in soap making.

       (1) Animal fat is composed of fatty acids and glycerol- $C_3 H_3 (C_{17} H_{35} COO)_3$

(2) These two are joined together in chemical bondage.
(3) They can be separated by drastic chemical treatmeat, such as treating with a strong base

$$C_3H_5\ (C_{17}H_{35}COO)_3 + 3NaOH — C_3H_5\ (OH)_3 + 3C_{17}H_{35}COONa$$

Glycerol Stearate (Fat)	Sodium Hydroxide (Lye)	Glycerin	Soap

(4) Fat and lye combine to produce soap and a by-product, glycerin. This glycerin can be removed and used as a separate product or left in the soap.

b. Glycerin left in the soap adds special advantages to the soap.

(1) Less skin irritation from the soap.
(2) Improved wetting properties of the soap.

c. Glycerin removed from the soap is purified and used in medicines, cosmetics, explosives, etc.

5. Lye is poured into fat slowly, stirring constantly. Children may take turns stirring. Be extremely careful that none of the mixture is spilled outside the pan. Stirring may take 10-15 minutes depending upon the temperature of the fat and lye when combined. While stirring is taking place discussions may be held on the soap questions.
6. When mixture is ready to pour it will be similar in consistency to that of pudding. Be sure that the children notice that a chemical change has taken place - no longer can they see the lye or the fat. (Review chemical equation).
7. Leave box of soap 48 hours on surface heavily padded with newspaper in order to harden.

C. Equipment needed for this lesson:

1. Stove or electric plate and pot holders
2. Enamel pail for dissolving lye
3. Enamel pan or kettle for making soap
4. Wooden stick for stirring lye and soap
5. Newspaper
6. Rubber gloves
7. Scales
8. Vinegar (in case of accident)
9. Wooden or cardboard box 12" x 16" with cotton cloth lining

10. Measuring spoons and cup
11. Thermometer for measuring temperature of fat

VI. Correlating experiences:

A. Relate soap to health and cleanliness
B. Study soap and synthetic detergents on the market with special reference to their cost and advertising claims. Compare cost of making soap with buying soap.
C. Stimulate children to try other experiments to show chemical change.
D. Use soap for carving in art class. For this the soap could be molded in ½ pint milk cartons that are clean and have tops removed.

VII. Evaluation of experiences as to learnings provided:

A. The colonists spent much time in making things that can be bought today.
B. Method for making soap and how it compared with the method used by the colonists.
C. How to render and clarify fat.
D. What to do in case of an oil or fat fire.
E. Certain elements, when combined, react to produce a chemical change.
F. Poisonous substances should be handled with great care. They should be kept out of the reach of young children and animals.
G. Waste products, such as fat trimmed from meat, can be used to make something useful like soap.
H. Homemade soap is kind to the skin because of the glycerin it contains. Commercial soap containing glycerin is better for the skin than soap without glycerin.

VIII. Resources:

A. Children

1. World Book Encyclopaedia, Field Enterprises, Inc.
2. Compton's Pictured Encyclopaedia
3. "The Manufacture of Soap and Synthetic Detergents" (booklet), Fels and Company, Philadelphia

B. Teacher

1. Francis, C. A. and Morse, E. C., Fundamentals of Chemistry and Applications, MacMillan and Company, New York, 1950
2. Leaper, P. J., "The Manufacture of Soap and Synthetic Detergents", Fels and Company, Philadelphia

Many Homemaking Experiences are More Valuable When Done in the Regular Classrooms. Portable Equipment Helps to Make it Possible.

Different Heights of Kitchen Work Surfaces Make it Convenient for all Children.

ELEMENTARY HOMEMAKING FACILITIES

The homemaking program in an elementary school should determine the type of facilities that are needed. Well-planned facilities should increase the effectiveness of the program. However, a good homemaking teacher will be able to carry on an effective program with whatever type of facilities is available in a school.

These facilities could be one of the following types or their modifications:

- running water, storage cabinet, portable oven, electric burner, and protable sewing machine in the classroom
- small home unit containing storage cabinet, sink, and range in the classroom or as a portable unit on wheels; portable sewing machine
- in a 8-grade school, share the homemaking facilities provided for the eighth and seventh grade
- a multiple purpose room in the elementary school which includes provision for homemaking, art, and industrial arts

It is desirable that the homemaking teacher take an active part in planning the homemaking facilities for the school. She should take advantage of the help that is available from any of the homemaking teachers and supervisors working in the elementary schools. Some suggestions that might prove of value in helping the school personnel to start their planning might include:

A. The all - purpose room, related arts room, homemaking room, etc.

   1. Might have two cabinet-sink-range units instead of the usual four.
   2. Desirable to have one standard height unit (36") and one low unit (28") to make it more convenient for the smaller children. If this is not possible, low step stools should be available for the small children when they are working at the range, sink, or counter.

3. **A range with two ovens and divided surface burners can be the equivalent of two ranges. It is desirable to have a light in the oven and a window in the oven door. For the low unit, an electric wall oven and two-two plate burner inserts will solve the problem of a low range.**
4. **Tote cabinets provide good storage for student work, displays, sewing supplies, etc.**
5. **Stainless steel sinks might be better because of the hard use given to the sinks by other groups using the room. They usually require less care.**
6. **Cabinet doors with locks will solve the problem of unauthorized people using the equipment and supplies.**
7. **Adequate bulletin boards, chalk boards, display areas. Peg board is good on the wall surface between lower and upper cabinets in the foods area.**
8. **Portable sewing machines can be used in the classroom as well as in the homemaking room. In a school system having more than one elementary school, a portable sewing machine may be purchased for each school. The homemaking teacher could borrow from each school thus making it possible to have three or four sewing machines to take to a school when a sewing project is being done.**

B. **Homemaking experiences taking place in the classroom - no special room in the school for homemaking.**

1. **Utilize the great variety of electrical appliances that is available - roaster oven, two-plate burner, toaster, frypan, blender, etc.**
2. **Cafeteria personnel can be very cooperative. They can provide water, food, utensils, ranges, etc. Be sure to consult with them in advance and plan your work schedule to coincide with their slack work schedule.**
3. **Baskets etc. are necessary for carrying equipment and supplies.**

C. **Equipment suggestions**

1. **Utensils should be of metal because of breakage and care. A pyrex pan is desirable to include because it will enable children to see what is happening.**
2. **Old-fashioned equipment (ex. corn popper, butter churn) is important for many of the homemaking experiences.**
3. **Enamel equipment is necessary for some experiences - ex. making soap.**

4. **Paper supplies are very important in the elementary program because of ease in carrying to the room and in lessening the time spent in clean up, - paper plates, cups, napkins for serving; aluminum foil for lining cookie sheets and ovens; brown paper for work area, blackboard, etc.**

D. Care of equipment and supplies

1. **Discuss the procedure that should be followed with the school principal.**
2. **Enlist the cooperation of the school custodians to help in caring for the facilities. They will be able to help you in transporting supplies from your car to school room, etc.**
3. **Children should be encouraged to help with the care of the facilities.**

QUALIFICATIONS FOR AN ELEMENTARY HOMEMAKING TEACHER

The homemaking teacher is regarded as a specialist in home and family living. She must be able to do an educational experience in family living better than the classroom teacher or there is no reason for her being there. Her qualifications should include:

A. Ability to work cooperatively with many people.

B. Personality that appeals to children, teachers, and principals.

C. A broad background in home economics with additional training in foods (not just cooking), research and teaching methods, social studies, science, art, and writing.

D. Belief in the value of home economics at the elementary school level and the ability to inspire others to share this belief.

E. Understanding of the elementary school curriculum, how home economics can be integrated into the elementary curriculum, and methods for teaching elementary school children.

F. Being creative, imaginative, and adventureous - doesn't get discouraged easily.

G. Sense of professional responsibility for the most efficient use of time, equipment, and resources.

H. Capable of handling a flexible type of program, working in many different types of situations, and meeting and working with many people.

I. Knowledge of resources, references, and illustrative materials.

J. Up-to-date information about equipment and its uses and care.

K. Pride in being a home economist - must like to work with and for people.

L. Set a good example - practice the principles that she is trying to teach.

M.

HOMEMAKING SCHEDULE

School: ______________________________

Date	Teacher's Name	Time	Experience	Additional time during week, if available
				(Give Name, Time, Experience)

Due: ______________________ Principal ______________________

(These schedules may be prepared at the beginning of the school year. They are bound in a pad with a sheet for each school week during the year. The pad of schedules is kept in the principal's office or some other convenient place and teachers may request experiences by "signing up.")

HOMEMAKING EXPERIENCE
PLAN

School:______________________________ Teacher's Name:__________

Date of Experience ______________________________ Time: __________

Experience desired:

Purpose of experience
and
Learnings to be emphasized:

Number of students to be included:
Number of other people to be included:

Materials to be provided by Home Economics teacher:

Principal____________________

(This plan is completed by classroom teacher and sent to homemaking teacher. It is to help with the "communication and planning together" problems.

PUBLICITY

Example of a newspaper story which will serve to acquaint the public with the homemaking program as well as helping to inspire teachers to include such an experience in their curriculums.

"DOWN ON THE FARM"— Mathew Waldor milks "Bossy' 'as Marilyn Robinson gives her a pat.

'Bossy' Inspires Youngsters For Life 'Down On The Farm'

In Mrs. Frances Reddington's kindergarten at Fairmount School, there was a cow. She placidly chewed her cud, slowly breathed in and out and every once in a while switched her tail.

This brown-eyed "Bossy" came from the Henry Becker Dairy Farms and was the inspiration for many interesting kindergarten activities. The children were "down on the farm" — building fences and a barn, milking, delivering milk, and innumerable other things children can imagine to do when they have a mechanical cow large enough to appear real.

"Bossy" was the inspiration for songs and games about farm animals. "This is the Way We Milk the Cow" was sung and acted out by the group. Classroom walls were decorated with drawings of "Bossy" in her stall and out to pasture. Stories of cows and other farm animals were read.

With a real looking cow in the classroom many questions can be answered: "Why does she chew all the time?, From where does the milk come? How many stomachs does she have?" Mrs. Reddington helped the children with their questions and guided them in the discussion of milk — its importance as a food, the different forms of milk we drink and the many things made from milk.

Classes going by the kindergarten room saw the cow and were interested to know more about it so they were invited to come in to see "Bossy" and ask questions which kindergartners were able to answer with delight.

Miss Margaret Lockwood, the homemaking teacher-consultant, was called in to help the children make junket. Through this experience the children could actually see milk being used to make an easy, good dessert and see one way milk can be changed from a liquid to a solid.

Miss Lockwood also helped the children make butter. Following is the children's own story about making butter:

GOOD BUTTER

We made butter in the kindergarten. Miss Lockwood helped us.

First we poured cream in the bowl. Then we beat it with an egg-beater. Everyone had a turn to beat and to hold the bowl. We counted to five for each person so everyone would have a turn.

While we were beating the cream it got stiff and it turned into butter and buttermilk. We tasted the buttermilk and it was sweet.

We washed the butter in cold water and ice-cubes. Then we added salt and mixed it and then we spread it on graham crackers and ate it.

It was very good!

The children will miss their barn-yard friend when she returns to Becker's this week. Through this experience the children have been able to touch and feel a very life-like cow and in so doing learned much about cows and how important milk is to the growing boy and girl.